

Hand2mind, Inc.

English Phonics, 2

Phonemic Awareness and Phonics Toolkit–Grade 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798899380228	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	12	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	20 out of 28	71%
2. Progress Monitoring	19 out of 26	73%
3. Supports for All Learners	15 out of 27	56%
4. Phonics Rule Compliance	29 out of 31	94%
5. Foundational Skills	59 out of 125	47%

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	2
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	All criteria for guidance met.	4/4
1.1b	All criteria for guidance met.	2/2
1.1c	All criteria for guidance met.	2/2
1.1d	The materials do not contain protocols with corresponding guidance for unit internalization.	1/2
1.1e	The materials do not contain resources and guidance for instructional leaders to support teachers in implementing the materials.	0/2
—	TOTAL	9/12

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

The *hand2mind Phonemic Awareness and Phonics Toolkit Implementation Guide* organizes the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) in a specific sequence across the school year. It includes a chart that matches each lesson and topic with the aligned standards.

The guide also features a section titled "Standard Alignment for Second Grade," which lists the TEKS, ELPS, and concepts students will learn throughout the year. This helps teachers plan lessons that align with state expectations.

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 *hand2mind Phonemic Awareness and Phonics Toolkit Implementation Guide* includes a section titled "Pacing Guides for Second Grade" to support effective implementation.

The *Pacing Guide* offers three flexible calendar options: 165, 180, and 210 instructional days. It displays the number of days allocated for each lesson based on the selected calendar. This helps ensure that all content is taught within the available instructional time.

The *Pacing Guide* includes review days to reinforce foundational concepts and support the successful implementation of the materials.

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 front matter helps teachers understand key phonics concepts and how the units build on one another throughout the course. The "Phonological Awareness" section explains what students may have already learned and how that learning connects to future goals. The materials include a rationale for the unit and show how foundational concepts are linked. Phonological awareness serves as the base for phonemic awareness. For example, the "Phonemic Awareness" section provides classroom examples to support instruction.

The *hand2mind Phonemic Awareness and Phonics Toolkit Implementation Guide* includes a section titled "Rationale for Utilizing Routines in Explicit Phonics Instruction." It explains the unit order for phonological awareness and outlines how skills progress across the program. The "Phonological Awareness" routines section includes an infographic that illustrates the sequence of skills, starting with Rhyming Songs and ending with Blending and Segmenting Individual Phonemes.

The *Implementation Guide* explains the unit order of phonics instruction. It states that the materials follow a logical sequence that builds on previously taught skills and reinforces mastery before introducing more complex phonics patterns.

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

The materials guide lesson internalization by showing a graphic that breaks down each part of the lesson, including objectives, materials, visual cues or hand motions, and key vocabulary words. Each lesson includes differentiation and scaffolding strategies, along with formal and informal assessments. The materials give specific guidance on pre-teaching routines and assessments that support students with accommodations; however, they do not outline clear steps or expectations for how teachers should internalize entire units.

The *Implementation Guide* provides protocols to support the internalization of lessons. The guide provides teachers with clear instructions on how to deliver lessons effectively. It includes best practices for intervention, such as explicit and systematic instruction. It also covers modeling and guided practice, immediate feedback and correction, engagement strategies, progress monitoring, and repetition. The guide also includes teacher guidance on pre-teaching routines, corrective feedback, student engagement, checks for understanding, phonological awareness routines, phonics routines, oral language routines, and accommodations. The materials do not provide guidance on how teachers should internalize the structure or sequence of entire units.

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

The materials do not provide instructional leaders with specific strategies or tools for using the data to plan instruction, improve teaching, or align instruction with the program's design.

Materials do not include resources and guidance for instructional leaders to support teachers in implementing materials as designed.

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 and English, for each unit.	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 unit overview explains key concepts and terminology. There is a clear explanation of the differences between phonological awareness, phonemic awareness, and phonics that will enhance teachers' content knowledge.

Materials include a background unit overview in each unit that provides the background content knowledge and academic vocabulary necessary to teach the concepts in the unit effectively.

The materials include academic vocabulary necessary to teach the concepts effectively. For example, the *Phonemic Awareness and Phonics Toolkit Teacher Guide* defines phonological awareness, phonemic awareness, phonics, and fluency.

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

The materials do not provide family support resources in both Spanish and English for each unit, and they also do not include suggestions to help families support student progress at home.

The materials do not include strategies or activities in English and Spanish that families can use at home to support their students' learning and development.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	The materials do not contain questions to promote the use of language to meet language objectives in the lesson plans, and do not include a reference to how mastery of the content standards of the lesson will be assessed.	6/8
1.3b	The materials do not contain a lesson overview listing the suggested timing for each lesson component.	2/3
1.3c	All criteria for guidance met.	1/1
—	TOTAL	9/12

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 lessons include clear daily objectives aligned to the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS), as outlined in the *Pacing Guide*. The "We Do" section of each lesson plan contains questions that assess understanding. Multisensory tasks help students master the objective, and the left-hand side of each lesson features photos of the materials needed for instruction.

The materials provide comprehensive and detailed lesson plans that support the effective delivery of lessons for foundational skills intervention. Each plan includes instructional strategies, manipulatives and visuals, small-group structures, universal access considerations, a clear lesson structure, grade-level focus, and evidence-based practices.

The lesson plans include daily learning objectives aligned with the TEKS and daily language objectives aligned with the ELPS. Each lesson lists the materials needed, provides tasks to support mastery, and includes questions aligned with the content objective.

The lesson plans do not include questions specifically designed to address the language objective. They also do not clearly explain how teachers should assess whether students have mastered the content standards.

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 left side of each lesson plan lists the materials that students and teachers will use to complete the lesson. Pictures help teachers identify which materials to use with each part of the lesson. The lesson does not include suggested timing for each component.

Each lesson is designed to be taught in a 15-minute time frame. Teachers can reference which parts of the lesson should be included during the 15 minutes by using the *Pacing Guide*. The lessons include time for direct instruction, guided practice, and independent work. However, there is no time stamp for specific lesson components.

Each grade 2 *Teacher Guide* lesson contains a list of teacher and student materials. For example, Lesson 1: "Decode Closed Syllables," lists dry-erase boards and markers, write-on/wipe-off Elkonin boxes, colored chips, magnetic wand, Reading Rods, and word cards 1–6. Lessons are explicitly written to describe the modeling and use of all materials. The materials include PDF versions of the two sentences used during the "Fluency" part of the lesson. The lesson plans do not provide timing for each lesson component.

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

The materials include opportunities within each lesson component for students who exceed expectations. In the "Phonemic Awareness" component, students who have already mastered the vowel teams *-ea* and *-ai* are encouraged to decode words that include these vowel teams along with consonant blends and digraphs in the initial and final positions. In the "Fluency" component, students read sentences with varied intonations—such as angry, sad, or excited—to build fluency and maintain engagement. These enrichment activities extend learning and reinforce key skills.

Each lesson features an "Exceeding" section that provides specific extension tasks. For example, Lesson 1 in the *Phonemic Awareness and Phonics Toolkit: Encode and Decode Consonant Blends* suggests students sound out five additional words that contain more phonemes than those used in the core lesson. In Lesson 2, the extension recommends that students use Reading Rods to build and sound out CCVCC words, providing a more advanced decoding challenge.

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 contain unit-level instructional assessments with a variety of task types and question formats. Lesson-level instructional assessments do not include a variety of question types.	3/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	All criteria for guidance met.	6/6
2.1e	The materials do not contain instructional assessments that are at varying levels of complexity.	1/2
—	TOTAL	14/21

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

The *Phonemic Awareness and Phonics Toolkit Assessment Guide* includes an "Overview" section that lists and describes the three types of assessments found in the toolkit—Quick Check Assessments, Spiral Review Assessments, and Teacher Guide Assessments. The Quick Check Assessments are short, targeted formative assessments focused on specific skills taught in individual lessons. The Spiral Review Assessments are summative assessments that cover multiple skills taught across several lessons. The Teacher Guide Assessments are diagnostic and provide a complete skill evaluation. The Progress Monitoring tool is used at the beginning, middle, and end of the year to measure students' progress and identify areas that require support.

The "Grade 2 Assessment Pacing Chart" shows when to administer Quick Check and Spiral Review Assessments. These assessments are placed after specific skills are taught, not by unit. The materials do not include assessments for each unit.

The materials offer various types of assessments to evaluate student learning over time. The Quick Check Assessments are administered at the end of a lesson. The Spiral Review Assessments are administered after several lessons, based on the pacing chart. The Teacher Guide Assessments are administered at the beginning, middle, and end of the year.

The materials include various formative assessments for each lesson. These assessments align with the lesson's focus. For example, after Lesson 2: "Isolate and Blend Phonemes," the Quick Check Assessment 1: Isolating and Blending Phonemes is administered.

All lesson-level assessments include only multiple-choice questions.

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

The materials define Quick Check Assessments as short and targeted to specific skills taught in a lesson. Spiral Review Assessments are comprehensive assessments that determine if students are retaining previously taught skills. Teacher Guide Assessments monitor student growth in phonemic awareness and phonics skills.

The section titled "How to Use Assessments" explains the purpose of progress monitoring. The program includes short assessments after each skill. Teachers use these assessments to determine whether students have mastered the concept or need additional practice. The materials also include targeted word lists. Teachers use these lists to reteach and strengthen specific skills. These tools guide instruction and support student growth.

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

The materials provide administration guidelines for accuracy, explain how to analyze the data, and list the next steps a teacher would take for instructional planning. The materials provide an answer key for each assessment and scripts to ensure that assessments are standardized.

The instructional assessments include a "Scoring Guide" for Spiral Review Assessments and Quick Check Assessments to ensure consistency across examiners.

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

The materials include a Teacher Guide Assessment (diagnostic assessment) that is aligned to the Texas Essential Knowledge and Skills (TEKS) of the course and the objectives of lessons. For example, the diagnostic assessment, found in the *Phonemic Awareness and Phonics Toolkit Teacher Guide*, assesses decoding words with diphthongs in the third section. This assessment aligns with the objectives outlined in the titled Lesson 23: "Vowel Teams and Diphthongs." The lesson targets decoding words with vowel teams and diphthongs and aligns to TEKS 2.2(B)(xv) decode vowel teams and diphthongs.

The materials include Quick Check Assessments (formative assessments) that are aligned to the TEKS of the course and the objectives of lessons. The Quick Check Assessment 1: Decode Closed Syllables and

Long Vowels assesses decoding short and long vowels. This assessment aligns with the objectives outlined in Lesson 1: "Decode Closed Syllables." This part of the formative assessment also aligns to TEKS 2.2(B)(i) decode words with closed syllables.

The materials include Spiral Review Assessments (summative assessments) that are aligned to the TEKS of the course and the objectives of the lesson. For example, according to the "Grade 2 Assessment Pacing Chart," after Lesson 80, students will take the Spiral Review Lesson 4: Prefixes and Suffixes/Inflectional Endings. This is a comprehensive review of word parts and morphology. This summative assessment aligns with the objectives of the lesson, which states students will encode and decode words with prefixes and suffixes. The assessment also aligns to TEKS 2.2 B (vi) decoding words with prefixes, including *un-*, *re-*, and *dis-*, and inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.

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

The materials provide instructional assessments that include TEKS-aligned items at two varying levels of complexity. For example, in the *Assessment Guide*, the Quick Check Assessment 1: Decoding Closed Syllables and Long Vowels includes multiple choice questions ("Which word has the short vowel sound /a/?"). The materials include a list of long vowel open syllable words for decoding in the "Assessments" section of the *Teacher Guide*.

The materials provide instructional assessments at only two levels of complexity and do not include a third, distinct level.

The materials provide TEKS-aligned instructional assessments with two variations of complexity. For example, Quick Assessment 28: Trigraph *-dge* (Decode & Encode) assesses decoding and encoding. There are no additional varying levels of complexity found in these assessments.

2.2 Data Analysis and Progress Monitoring

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

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

The instructional assessments provide guidance for interpreting student performance through the *Scoring Guide*. The *Scoring Guide* provides the percentages for determining if students Exceed, Meet, or Approach on Spiral Review Assessments and Quick Check Assessments.

The *Phonemic Awareness and Phonics Toolkit Assessment Guide* provides a *Scoring Guide* for Spiral Review Assessments and Quick Check Assessments. The table provides scoring information for interpreting students' performance levels, scores, percentages, and includes a section titled "What to Use" for resources. The assessments provide detailed scoring information, which contributes to targeted support for student needs.

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

The *Phonemic Awareness and Phonics Toolkit Assessment Guide* provides a "Scoring Guide For Spiral Review Assessments." This guide provides guidance for tasks and activities to respond to student trends in performance on assessments. For example, to support students in the Approaching category, teachers will "Use all lessons and assessments in the TG and the approaching activities after each lesson in the blue box."

The materials provide guidance for the use of included tasks and activities to respond to student performance on assessments. The *Scoring Guide* provides activities to show what to do for each performance level. For example, the materials provide guidance for the use of the Approaching activities after each lesson if a student performs at 60 percent or less on Quick Check Assessments or Spiral Review Assessments.

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 *Phonemic Awareness and Phonics Toolkit*, grade 2 materials include Directions, Printable Word Lists, Assessments, Notes and Observations, and Progress Monitoring. These tools provide teachers the ability to track student progress and growth.

The materials include tools for teachers to track student progress and growth. For example, the *Phonemic Awareness and Phonics Toolkit Assessment Guide* includes progress monitoring checklists and scoring charts that allow teachers to record student performance on phonics skills (e.g., blending, segmenting, decoding) across time. These tools support tracking both progress toward specific skills and growth in performance over multiple assessment points.

The materials include Student Progress Trackers in each book. This tool provides support for students to track their own progress and growth.

3. Supports for All Learners

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

3.1 Differentiation and Scaffolds

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	The materials do not contain paired, scaffolded lessons for students who have not reached proficiency on grade-level content and skills.	2/3
3.1b	The materials do not contain pre-teaching or embedded supports for unfamiliar vocabulary, and references in text.	0/2
3.1c	The materials do not contain teacher guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills.	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 grade 2 materials include teacher guidance for activities for students who have not yet reached proficiency on grade level content and skills. The *Phonemic Awareness and Phonics Toolkit Teacher Guide* includes teacher guidance for an activity for students who are Approaching. For example, the guidance prompts teachers to "Model sounding out several of the target words. Practice saying the words together, then have students read them on their own."

The grade 2 materials do not include teacher guidance for paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

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

The materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in text. Vocabulary is not taught through context or structured supports.

The materials do not include pre-teaching or embedded supports for unfamiliar vocabulary in text. The texts in the "Fluency" part of lessons do not include figurative language, idioms, or academic language. The texts in the materials include only decodable words and high-frequency words.

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 grade 2 materials do not include teacher guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills.

The materials include teacher guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level content and skills.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	The materials do not contain guidance to support the teacher in modeling and explaining the concepts.	2/4
3.2b	All criteria for guidance met.	2/2
3.2c	All criteria for guidance met.	3/3
—	TOTAL	7/9

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 explicit prompts in the *Phonemic Awareness and Phonics Toolkit Implementation Guide* for grade 2 that guide the teacher in explaining multisyllabic decoding. For example, the teacher is prompted to say, "Say: Let's use Reading Rods to spell the word tiger," and "Model saying the word slowly, emphasizing the long vowel sound."

The materials do not include guidance to support the teacher in modeling and explaining the concepts to be learned.

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

The materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. The lessons in the *Phonemic Awareness and Phonics Toolkit Teacher Guide* include guidance and recommendations for teachers to use colored chips, magic wands, and Reading Rods. The lessons include guidance and recommendations for teachers to use Elkonin boxes, Word Cards, and sentences.

The materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. The section titled "Introduction to Pre-Teaching Routines" includes a list of formative assessment strategies to use in lessons. The formative assessment strategies include Thumbs Up/Down, Turn & Talk, and Whiteboard Responses.

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 materials provide multiple types of practice for students. The lessons in the *Phonemic Awareness and Phonics Toolkit Teacher Guide* include guided practice and independent practice.

The materials include guidance for teachers to support effective implementation. The *Phonemic Awareness and Phonics Toolkit Teacher Guide* provides lessons that are scripted and "provide directions and questions that the teacher can use to guide students during instruction."

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 contain embedded guidance for teachers to support emergent bilingual students developing academic vocabulary or increasing comprehension through oral discourse; materials do not include guidance for teachers to support emergent bilingual students through written discourse.	2/8
3.3d	This guidance is not applicable to the program.	N/A
—	TOTAL	5/11

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 include teacher guidance on providing linguistic accommodations for various levels of language proficiency as defined by the English Language Proficiency Standards (ELPS).

The grade 2 materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency, which are designed to engage students in using increasingly more academic language.

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

The materials include implementation guidance within each lesson to support teachers in effectively using the materials in state-approved bilingual or English as a Second Language (ESL) programs.

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 grade 2 materials include embedded guidance for teachers to support emergent bilingual students in building background knowledge and making cross-linguistic connections through oral discourse.

The materials do not include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary or increasing comprehension through oral discourse.

The materials do not include guidance for teachers to support emergent bilingual students through written 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 and sequenced phonics instruction that follows a structured progression. Instruction begins with foundational skills, such as reading closed and long vowel syllables, and builds toward more complex tasks, including decoding multisyllabic words.

In the "Multisyllabic Words" lesson, the materials include practice with words made up of previously taught syllable types, such as closed and VCe syllables, reinforcing cumulative skill development.

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 and cumulative phonics practice through both isolated word work and connected text. In one lesson, students use Reading Rods to build and decode words with inflectional endings during the independent practice portion. The fluency component that follows includes a sentence designed to reinforce the same phonics patterns in context.

The grade 2 materials include intentional, ongoing practice opportunities for phonics skills in isolation and through decodable texts. The *Phonemic Awareness and Phonics Toolkit Teacher Guide* includes a "You do" portion of the "Diphthongs *oi* and *oy*" phonics lesson that includes words for students to decode in isolation with blends, which was a previously taught skill (e.g., ploy, Troy, soil, broil, joint). The fluency component that follows includes a sentence designed to reinforce the same phonics patterns in context.

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 include daily phonics lessons with explicit instruction and teacher modeling. In the *Phonemic Awareness and Phonics Toolkit Teacher Guide*, the "I Do" section provides scripted guidance for modeling word building with Reading Rods. For example, the materials prompt the teacher to model how to construct and read the word *boo* by segmenting each sound and blending them together.

In another lesson focused on vowel teams, the materials guide the teacher to model building and decoding the word *flaw* using Reading Rods, demonstrating the target phonics skill within a structured instructional routine.

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

The grade 2 materials include daily opportunities for explicit, guided phonics instruction. In the diphthong lesson on *oi* and *oy*, the materials provide scripted guidance for explaining spelling patterns and prompt the teacher to model how to spell a target word, reinforcing the phonics concept through guided practice.

The *Phonemic Awareness and Phonics Toolkit Implementation Guide* outlines general strategies for providing corrective feedback, including suggested routines and response techniques.

Daily lessons include embedded prompts and explicit guidance for delivering immediate and corrective feedback during instruction.

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

In grade 2, the "You Do" part of the daily lessons includes a variety of independent practice opportunities, such as reading with phoneme phones, building words with Reading Rods, and matching sounds using Elkonin boxes.

The grade 2 materials include opportunities for students to practice phonics skills through independent practice during daily lessons. The "Diphthongs *ou* and *ow*" lesson has an example of independent practice of phonics during the "You do" portion of the phonics lesson (e.g., "Have students build and read the remaining words from the list") and the "You do" portion of the fluency expression lesson (e.g., "Have students practice reading the sentence with fluency and expression").

The materials include a variety of opportunities for students to practice phonics skills through collaborative learning, such as Blend Buddy Building, Blend Sort Challenge, and Phonics Relay.

4.3 Ongoing Practice Opportunities

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

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

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

The grade 2 materials include intentional, cumulative phonics review embedded throughout the curriculum. The *Phonemic Awareness and Phonics Toolkit Implementation Guide* features a *210-Day Pacing Guide* with designated review days, including Days 15, 23, 36, 79, 85, 90, 95, 110, 121, 129, 137, 149, 155, 161, 167, 171, 177, 183, 189, 193–194, and 208–209. The "Review Day Directions" instruct teachers to use Quick Check Assessment data to identify areas for review and apply targeted strategies from the differentiation boxes within the lessons.

The *Phonemic Awareness and Phonics Toolkit Teacher Guide* also supports cumulative review during daily instruction. For example, in the "Diphthongs *oi* and *oy*" lesson, the "You Do" section includes isolated decoding of words that combine current skills with previously taught blends, such as *ploy*, *Troy*, *soil*, *broil*, and *joint*. This structure reinforces ongoing skill application and retention.

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

The grade 2 materials include practice opportunities that focus solely on phonics skills that have been explicitly taught. In the *Phonemic Awareness and Phonics Toolkit Teacher Guide*, the "Vowel Teams and Diphthongs" lesson provides review and application of previously introduced skills, including syllables with vowel teams and diphthongs taught in Lessons 6–22.

The grade 2 materials include practice opportunities that align with phonics skills explicitly taught in prior instruction. In the *Phonemic Awareness and Phonics Toolkit Teacher Guide*, the "Encode *R*-Controlled Vowels" lesson focuses on syllables with *r*-controlled vowels, reinforcing skills introduced in Lessons 24–28.

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

The grade 2 materials include decodable texts that reinforce cumulative phonics skills. In the *Phonemic Awareness and Phonics Toolkit Teacher Guide*, the "Encode *kn* and *gn*" lesson includes a sentence that

reviews closed syllables, *r*-controlled vowels, and *kn/gn* patterns. The "Inflectional Ending -er" lesson features a sentence that combines vowel teams, diphthongs, and closed syllables. These texts support application of multiple phonics patterns in context.

The grade 2 materials provide decodable texts that incorporate cumulative practice of taught phonics skills. The *Phonemic Awareness and Phonics Toolkit Teacher Guide* includes an "Inflectional Ending -er" that provides a decodable sentence that includes cumulative practice of taught skills, such as vowel teams, diphthongs, closed syllables, etc., (e.g., Our teacher is a good reader and writer.).

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

The grade 2 materials include decodable texts that reinforce cumulative phonics skills. In the *Phonemic Awareness and Phonics Toolkit Teacher Guide*, the "Encode *kn* and *gn*" lesson includes a sentence that reviews closed syllables, *r*-controlled vowels, and *kn/gn* patterns. The "Inflectional Ending -er" lesson features a sentence that combines vowel teams, diphthongs, and closed syllables. These texts support application of multiple phonics patterns in context.

The grade 2 materials provide decodable texts that incorporate cumulative practice of taught phonics skills. The *Phonemic Awareness and Phonics Toolkit Teacher Guide* includes an "Inflectional Ending -er" that provides a decodable sentence that includes cumulative practice of taught skills, such as vowel teams, diphthongs, closed syllables, etc., (e.g., Our teacher is a good reader and writer.).

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 grade 2 materials offer a variety of developmentally appropriate assessment tools that accurately measure phonics growth. The assessment tools measure a variety of skills as they increase in difficulty. The skills measured are closed syllables, open syllables, vowel teams, *r*-controlled vowels, and digraphs.

The materials include another assessment tool that is developmentally appropriate. For example, the *Phonemic Awareness and Phonics Toolkit Teacher Guide* provides a developmentally appropriate assessment that requires students to decode a list of words with varying syllable types and inflectional endings in the form of a Teacher Guide Assessment.

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

The grade 2 materials systematically measure students' growth in phonics skills through beginning, middle, and end-of-year assessments that track growth on specific skills such as rhyming, blending and segmenting, substitution and deletion, and decoding CVC words.

The grade 2 progress monitoring tools accurately measure students' acquisition of grade-level phonics skills. The *Phonemic Awareness and Phonics Toolkit Assessment Guide* provides a *Scoring Guide* to ensure grading is accurate for Quick Check Assessments and Spiral Review Assessments. The data from the assessments provides teachers the information that allows accurate tracking of students' growth.

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

The materials include assessment opportunities aligned to progress monitoring tools across the span of the school year. For example, formal assessment tools such as Quick Check Assessments and Spiral Review Assessments evaluate students' advanced phonics skills (e.g., vowel teams, suffixes, trigraphs,) at

scheduled intervals. The use of scoring cut points (Exceeds, Meets, Approaching) ensures accuracy and consistent monitoring.

The grade 2 materials include assessment opportunities across the span of the school year aligned to progress monitoring tools. For example, the Teacher Guide Assessment is to be given at the beginning, middle, and end of the year.

4.5 Progress Monitoring and Student Support

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.5a	All criteria for guidance met.	1/1
4.5b	The materials do not contain data-management tools for tracking whole-class student progress.	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 materials provide data-management tools for tracking individual student progress. For example, a chart organized by phonics skills, incorporating data from the beginning, middle, and end of year Teacher Guide Assessments. This chart enables teachers to make appropriate instructional decisions to accelerate instruction.

The materials located in the *Phonemic Awareness and Phonics Toolkit*, grade 2, include data-management tools, including a digital template for Assessments, to track individual student progress. The materials include a *Scoring Guide* to help interpret data to make appropriate instructional decisions to accelerate instruction.

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

The grade 2 materials do not include data-management tools for teachers to track whole-class progress or analyze patterns in student performance.

The materials provide data-management tools for tracking individual student data, but do not include data-management tools (digital or hard copy) for whole-class progress to help analyze patterns and needs.

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

The materials include specific guidance on determining frequency of progress monitoring based on students' needs. For example, the *Phonemic Awareness and Phonics Toolkit Teacher Guide* states that the

Progress Monitoring is given after each skill is taught. The purpose of the Progress Monitoring is to determine mastery of skills.

The materials include specific guidance on determining frequency of progress monitoring based on students' needs. The *Phonemic Awareness and Phonics Toolkit*, grade 2, includes guidance for assessments to be taken at the beginning, middle, and end of the year to monitor student progress based on a full skill evaluation.

The materials include "Guidance on Progress Monitoring" that provides specific guidance on determining frequency of progress monitoring based on students' strengths.

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

The materials include guidance on how to accelerate learning using progress monitoring data. The *Scoring Guide* instructs teachers to use the Approaching activities after each lesson for students who receive a 0–60 percent on Quick Check Assessments or Spiral Review Assessments

For students who consistently score in the Approaching range, the materials direct teachers to implement all core lessons and assessments in the *Teacher Guide*, along with the accompanying Approaching activities to support skill development and progress toward mastery.

5. Foundational Skills

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

5.B Oral Language

5.B.1 Oral Language Development

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

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

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

The materials do not include explicit and systematic instructional guidance on developing oral language through a variety of methods.

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

The materials do not include prompts or opportunities that support social communication for different purposes (e.g., relationship-building, turn-taking,) or for different audiences (e.g., peer, group, partner).

The materials do not include opportunities for students to engage in academic communication for different purposes (e.g., describing, explaining, clarifying,) or audiences (e.g., teacher, classmate, group).

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 include authentic opportunities for students to listen actively to understand information. For example, the "Inflectional Endings" lesson provides an opportunity for students to listen to understand information as the teacher is prompted to say, "Verb endings tell when something

happened. An ending of -s shows an action now. A verb + *-ed* shows an action in the past. A verb + *-ing* shows an action in the present or past." The students are listening to understand verb tenses.

The grade 2 materials do not include authentic opportunities for students to ask questions, engage in discussion to understand information, and share information and ideas.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	All criteria for guidance met.	4/4
5.C.2b	The materials do not contain teacher guidance to provide explicit (direct) instruction focused on connecting phonemes to letters within words, with recommended explanatory feedback for students based on common errors and misconceptions.	0/2
5.C.2c	All criteria for guidance met.	12/12
—	TOTAL	16/18

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

The materials include scripted lessons that explicitly (directly) introduce letter-sound relationships through encoding and decoding activities. The materials guide students to use Elkonin Boxes to segment words with the long /ea/ sound before practicing the short /ea/ sound. Reading Rods support word building with the /ea/ vowel team, and decodable texts reinforce decoding with the target pattern.

The materials systematically introduce letter-sound relationships in an order that supports application to basic decoding and encoding. In grade 2, the sequence moves from CVC and long vowel words to vowel teams, vowel diphthongs, and *r*-controlled vowels. The materials then guide students to apply learned patterns to multisyllabic words using Reading Rods for encoding and decodable texts for decoding practice.

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

The materials do not include guidance for the teacher to provide explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors.

The materials do not include teacher guidance to provide explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common misconceptions.

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 and resources to develop and practice the application of letter-sound correspondence for decoding one-syllable words in isolation and in decodable connected text. The "Decode Closed Syllables" lesson includes word cards with closed syllable words to support decoding in isolation. The same lesson includes the decodable sentence "The best dish has a chip" to support decoding of one-syllable words in connected text.

The materials include a variety of activities and resources to reinforce the application of letter-sound correspondence when decoding one-syllable words in isolation and in decodable connected text. The "Decode *oi/oy*, *au/aw*, and *ou/ow*" lesson includes word cards that present individual sounds followed by the complete word to support decoding of one-syllable words in isolation. The same lesson includes a decodable sentence—"The clown made a loud noise because he saw a mouse"—designed to support connected text reading with attention to phrasing and intonation.

The materials include a variety of activities to support the development of letter-sound correspondence when decoding multisyllabic words in isolation and within decodable connected text. The "Multisyllabic Words" lesson includes word reading tasks with final stable syllables such as *table*, *candle*, and *puzzle* to support decoding of multisyllabic words in isolation. The "Inflectional Endings" lesson includes a decodable sentence—"He closed the door since it was raining"—to support decoding of multisyllabic words within connected text.

The materials include a variety of activities and resources to support practice in applying letter-sound correspondence to decode one-syllable words in isolation and in decodable connected text. The "Decode Long Vowels" lesson includes long vowel word cards that present individual sounds followed by the complete word to support decoding one-syllable words in isolation. The same lesson includes the decodable sentence "The queen ate the green grapes on the tray" to support decoding one-syllable words in connected text using a conversational tone.

The materials include a variety of activities to support practice in applying letter-sound correspondence to decode multisyllabic words in isolation and in decodable connected text. The "Multisyllabic Words" lesson includes decoding tasks with words containing digraphs such as *sunshine*, *dolphin*, and *toothbrush* to support decoding in isolation. The "Encode Open Syllables" lesson includes the decodable sentence "The lazy tiger will relax in the donut shop" to support decoding multisyllabic words in connected text. The materials include a variety of activities to reinforce the application of letter-sound correspondence to decode multisyllabic words in isolation and in decodable connected text. The *Phonemic Awareness and Phonics Toolkit: Multisyllabic Words Teacher Guide* provides a Word List for review days to reinforce

decoding of multisyllabic words in isolation. The "Decode Open Syllables" lesson includes the decodable sentence "The baby was not happy, and she began to cry" to reinforce decoding multisyllabic words in connected text.

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 contain a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS.	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 materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade 2 Texas Essential Knowledge and Skills (TEKS) that begins with simple skills and gradually transitions to more complex skills.

The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade 2 TEKS that begins with larger units of sound and gradually transitions to smaller units of sound.

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

Teacher guidance for corrective feedback for students based on common misconceptions is included in each of the phonological awareness activities.

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 use memory-building strategies for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS. The materials include a variety of activities, including activities that use manipulatives and movement for students to develop, practice, and reinforce phonological awareness skills.

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 contain a systematic sequence for introducing phonemic awareness activities.	0/3
5.D.2b	The materials do not contain recommended explanatory feedback for students based on common errors or common misconceptions.	0/2
5.D.2c	All criteria for guidance met.	2/2
5.D.2d	The materials do not contain a variety of activities for students to reinforce phonemic awareness skills through cumulative review.	2/3
—	TOTAL	4/10

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

The materials do not include a systematic sequence for introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes and gradually transition to more complex manipulation practices, such as adding, deleting, and substituting phonemes.

The materials do not include a systematic sequence for introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes and transition to blending the phonemes into syllables.

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

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

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

The materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in transitioning from oral language to basic encoding. In Lesson 4: "Encode

Open Syllables," students place a chip in a box for each sound they hear in the word *begin*. Then, the students write the letters that match the sounds they hear above the boxes.

The materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in transitioning from oral language to basic decoding. In Lesson 5: "Decode Open Syllables," following phonemic awareness and phonics instruction on the sounds of letter *y* (long *i* or long *e*), the students read the sentence, "The baby was not happy, and she began to cry." Students use their Phoneme Phones to chorally read with fluency and expression.

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

The materials include a variety of activities to develop and reinforce phonemic awareness skills. The "Silent Letters *gn*" lesson uses Elkonin boxes to isolate phonemes in words with *gn* and incorporates magnetic wands for blending practice. The "Decode Closed Syllables" lesson includes Elkonin boxes, colored chips, and magnetic wands to support segmenting and blending of phonemes.

The materials guide the placement of colored chips to indicate the position of digraphs, such as placing a chip in the first box for /sh/ in *shut*.

The materials do not include a variety of activities for students to reinforce phonemic awareness skills through cumulative review.

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 contain a variety of activities to support students in encoding words in decodable, connected text that builds on previous instruction.	3/4
—	TOTAL	8/9

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 "Pacing Guides for Second Grade" include a systematic sequence for introducing grade 2 sound-spelling patterns, as outlined in the Texas Essential Knowledge and Skills (TEKS). The sequence includes syllable types, blends, trigraphs, multisyllabic words, inflectional endings and prefixes, contractions, and compound words.

The materials include a systematic sequence for introducing letter grade level sound-spelling patterns. The grade 2 materials review CVC words, long vowels, and words with inflectional endings before diphthongs, vowel teams, and *r*-controlled vowels. Finally, the materials introduce sound spelling patterns for silent letters, high-frequency words, and consonant digraphs, as outlined in the TEKS.

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

The materials include teacher guidance for explicit instruction on grade 2 spelling patterns. One lesson script models syllable-by-syllable word building using Reading Rods. The word *upset* is broken into two syllables: *up* (/u/, /p/) and *set* (/s/, /e/, /t/). The script guides the connection of each rod to form the full word.

The *Phonemic Awareness and Phonics Toolkit Encode and Decode Consonant Blends Teacher Guide* provides scripted instruction for grade 2 sound-spelling patterns. In Lesson 1: "Initial Consonant Blends," the materials define a blend as two consonants that appear together while retaining their individual sounds. The word *stem* is segmented to highlight the blend. Reading Rods are used to build *scab*, with a focus on identifying each sound and selecting the corresponding rods. Additional words such as *blab* and *drab* are

constructed, and a decodable sentence, e.g., "Flip the blue flower over so I can grab it; Can we stop for a snack?" is included for guided and independent reading.

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

The materials include a variety of activities to support the development of grade 2 sound-spelling patterns. In the "Decode Closed Syllables" lesson, Elkonin boxes are used to model how two letters in a digraph can be represented in a single box to show one sound. The lesson also uses Reading Rods to demonstrate how to decode words containing blends and digraphs by connecting individual sounds to letters.

The materials also provide practice opportunities for applying grade 2 sound-spelling patterns. In the same lesson, Elkonin boxes are used to reinforce the concept that two letters in a digraph represent one sound. Reading Rods are used to practice segmenting and blending sounds in words students build.

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

The materials provide a variety of activities to support decoding of words with taught sound-spelling patterns in both isolation and decodable connected texts that build on prior instruction. In Lesson 1: "Initial Consonant Blends," Reading Rods are used to build the word *scab*, followed by additional words such as *blab* and *drab*. The lesson includes a review of initial consonant blends and provides decodable sentences ("Flip the blue flower over so I can grab it. Can we stop for a snack?") for guided and independent reading with word-by-word tracking.

The materials also include activities to support encoding of words with taught sound-spelling patterns in isolation. In Lesson 2: "Final Consonant Blends," Reading Rods are used to encode the word *must* and modify it to *dust*. Students continue encoding practice by building the word *trust*.

Materials do not provide a variety of activities to support students in encoding words in connected texts that build on previous instruction.

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 contain a systematic sequence for introducing high-frequency words.	0/2
5.E.2b	The materials do not contain teacher guidance to provide explicit instruction for decoding and encoding high-frequency words.	0/4
5.E.2c	The materials do not contain a variety of activities or resources for students to reinforce skills to decode and encode regular and irregular high-frequency words.	4/12
5.E.2d	The materials do not contain a variety of activities or resources for students to read and write high-frequency words in isolation and in connected text.	0/4
—	TOTAL	4/22

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

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

In grade 2, the lessons do not include a systematic sequence for the introduction of high-frequency words appropriately aligned to phonics instruction.

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

The materials do not include teacher guidance to provide explicit instructions for decoding regular and irregular high-frequency words.

The materials do not include teacher guidance to provide explicit instructions for encoding regular and irregular high-frequency words.

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 for students to develop skills to encode regular and irregular high-frequency words. In the "High-Frequency Words" lesson, the teacher models encoding regular and

irregular high-frequency words on the board. The teacher also models using Elkonin boxes to map out regular and irregular high-frequency words and models encoding regular and irregular high-frequency words using Reading Rods.

The materials include a variety of activities for students to develop skills to decode and encode regular and irregular high-frequency words. The materials provide an activity for students to write regular and irregular high-frequency words on a whiteboard with teacher guidance. The materials provide additional activities to use Elkonin boxes, colored chips, and Reading Rods to decode and encode high-frequency words.

The materials do not include a variety of activities or resources for students to reinforce skills to decode and encode regular and irregular high-frequency words.

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

The materials do not include a variety of activities or resources (including the use of memory-building strategies) for students to read and write high-frequency words in isolation.

The materials do not include a variety of activities or resources (including the use of memory-building strategies) for students to read and write high-frequency words in connected text.

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 contain a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	0/2
5.E.3b	All criteria for guidance met.	8/8
5.E.3c	The materials do not contain a variety of activities or resources for students to reinforce skills to decode and encode one-syllable or multisyllabic words.	6/12
5.E.3d	The materials do not contain a variety of activities for students to practice encoding one-syllable or multisyllabic words using knowledge of syllable division principles in decodable connected text that builds on previous instruction.	4/8
—	TOTAL	18/30

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

The materials do not include a systematic sequence for introducing grade-level syllable types, as outlined by the Texas Essential Knowledge and Skills (TEKS). The lessons in the *Phonemic Awareness and Phonics Toolkit Syllable Types Teacher Guide* begin with a mix of closed syllables (Lesson 1) and transitions to VCe syllables and vowel teams (Lesson 2), before moving on to open syllables in Lesson 4.

The materials do not include a systematic sequence for introducing grade 2 syllable division principles, as outlined by the TEKS. Lessons 1–2 in the *Phonemic Awareness and Phonics Toolkit Syllable Types Teacher Guide* provide instruction on decoding encoding multisyllabic words with closed syllables, and then transitions to providing instruction on decoding and encoding multisyllabic words with VCe syllables in lessons 3–4. The materials do not provide instruction for decoding and encoding multisyllabic words with open syllables until lessons 5–6.

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 provide explicit guidance for applying knowledge of syllable types to decode and encode multisyllabic words. The "Encode Closed Syllables" lesson includes guidance to explain closed syllables by prompting that a syllable ending in a consonant closes the vowel, making it short. The lesson states that each closed syllable in a multisyllabic word has a short vowel sound.

The materials include teacher guidance to provide explicit instruction for applying knowledge of syllable division principles to decode and encode one-syllable words. The section "Short Vowel Closed Syllables, Long Vowels, and Inflectional Endings" includes the teacher prompt for closed syllables: "Closed syllables end in consonants, as opposed to vowels." The section "Long Vowel Open Syllables" includes the teacher prompt for open syllables: "Open syllables end in a long vowel sound. There is no consonant sound to close them. The syllables may end in a vowel letter or a y that makes a long vowel sound."

The materials include guidance for the teacher to provide explicit instruction for applying knowledge of syllable division principles to decode multisyllabic words. The *Phonemic Awareness and Phonics Toolkit Implementation Guide* provides explicit examples for how to decode and encode multisyllabic words. The materials prompt teachers to display a two-syllable word (*basket*) and show where the syllable should be broken (*bas-ket*) in order for students to decode the word. The *Phonemic Awareness and Phonics Toolkit Syllable Types Teacher Guide* provides scripted lessons by syllable type that teach students how to identify the syllable types (*up-set*), identify the phonemes in each syllable type (/u/, /p/) and then connect the graphemes to the phonemes.

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

The materials include a variety of activities for students to develop skills to decode and encode one-syllable or multisyllabic words. Lesson 2: "Decode Closed Syllables" uses word cards to decode and mark syllable divisions. Lesson 1: "Encode Closed Syllables" uses Letter Sound Cards and Reading Rods for encoding. Activities include defining words like *except* and *compact* and reading them aloud.

The materials do not provide cumulative review activities for decoding and encoding one-syllable or multisyllabic words.

The materials include activities designed to practice these skills. In the "Decode *oi/oy* and *au/aw*" lesson, students read words from word cards and a fluency sentence using phoneme phones: "The boy points to the auto that hauls straw." In the "Diphthongs *oi* and *oy*" lesson, students write words in Elkonin boxes and build words with *oi* and *oy* using Reading Rods.

The materials do not include a variety of activities for students to practice skills to decode and encode one-syllable or multisyllabic words through cumulative review.

The materials include a variety of activities for students to reinforce skills to decode one-syllable or multisyllabic words. The "Encode *ar* and *or*" lesson includes reading words in isolation from the board before making a sentence with them: "The corn and pork are in the cart by the barn." The "Decode *ar* and *or*" lesson includes decoding words in isolation from word cards.

The materials include a variety of activities for students to reinforce skills to encode one-syllable and multisyllabic words. The "Encode *kn*, *gn*, *wr*, and *mb*" lesson reinforces encoding skills to encode words with *kn*-, *gn*-, *wr*-, and *-mb* using white boards. The "Prefixes" lesson uses Reading Rods to reinforce encoding skills to encode multisyllabic words.

The materials do not include a variety of activities for students to reinforce skills to decode and encode one-syllable or multisyllabic words through cumulative 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 a variety of activities for students to practice decoding one-syllable or multisyllabic words using knowledge of syllable types in isolation. The "Decode Closed Syllables" lesson uses word cards to practice reading multisyllabic words using prior knowledge of closed syllables. The "Decode Open Syllables" lesson uses colored chips and a "Magic Wand" to blend the sounds of an open syllable word (*by*).

The materials include a variety of activities to practice decoding one-syllable or multisyllabic words using knowledge of syllable types in decodable connected text that builds on prior instruction. The "Inflectional Endings" lesson provides sentences with previously taught syllable types and inflectional endings using word cards: *Our teacher picked up the books*. The "Encode Open Syllables" lesson provides sentences with open and previously taught syllables on the white board: *The lazy tiger will relax in the donut shop*.

The materials include a variety of activities to practice encoding one-syllable or multisyllabic words using knowledge of syllable types in isolation. The "Encode Closed Syllables" lesson provides links to identify closed syllables within a multisyllabic word (*up-set*) and Reading Rods to spell each syllable before combining them. The "Encode C-le Syllables" lesson includes an activity to spell multisyllabic words in their Clearvu Answer Boards using their knowledge of syllable types.

The materials do not include a variety of activities for students to practice encoding one-syllable or multisyllabic words using knowledge of syllable types in decodable connected text that builds on previous instruction.

The materials do not include a variety of activities for students to practice decoding one-syllable or multisyllabic words using knowledge of syllable division principles in isolation.

The materials do not include a variety of activities for students to practice decoding one-syllable or multisyllabic words using knowledge of syllable division principles in connected text that builds on previous instruction.

The materials include a variety of activities for students to practice encoding one-syllable or multisyllabic words using knowledge of syllable division principles in isolation. The "Encode VC-e Syllables" lesson provides practice using Reading Rods to encode words using knowledge of syllable division principles (*rec-og-nize*). The "Encode C-le Syllables" lesson provides practice using syllable division principles to encode words (*sparkle*) using the Clearvu Answer Board.

The materials do not include a variety of activities for students to practice encoding one-syllable or multisyllabic words using knowledge of syllable division principles in decodable connected text that builds on previous instruction.

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 contain a systematic sequence for introducing grade-level morphemes as outlined in the TEKS.	0/1
5.E.4b	The materials do not contain teacher guidance to provide explicit instruction for using common morphemes' meaning to support decoding and encoding. The materials do not contain teacher guidance to provide explicit instruction for using common morphemes' meanings to support reading comprehension.	1/4
5.E.4c	The materials do not contain a variety of activities and/or resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review).	0/3
5.E.4d	The materials do not contain a variety of activities for students to encode words with morphemes in isolation. The materials do not contain a variety of activities for students to encode words with morphemes and in decodable, connected text that builds on previous instruction.	1/4
—	TOTAL	2/12

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

The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the Texas Essential Knowledge and Skills (TEKS).

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

The materials include teacher guidance to provide explicit instruction for supporting recognition of common morphemes. The *Phonemic Awareness and Phonics Toolkit Encode and Decode Inflectional Ending and Prefixes Teacher Guide* includes lessons on affixes *-es*, *-er*, *-est*, and *-dis*. Lesson 2: "Inflectional Ending *-er*" states when *-er* is added to a word, it changes the meaning to describe a person doing an action (*dancer*, *singer*, *player*, *walker*).

The materials do not include teacher guidance to provide explicit instruction for using common morphemes' meaning to support decoding and encoding.

The materials do not include teacher guidance to provide explicit instruction for using common morphemes' meanings to support reading comprehension.

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

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

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

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

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

The materials include a variety of activities for students to decode words with morphemes in decodable connected text that builds on previous instruction. The "Inflectional Endings" lesson provides word cards to complete a sentence stem written on the board, and add inflectional endings to the word cards before reading it: He ___ the door since it was ___. The "Inflectional Ending -est" lesson provides a sentence to be read from the board with appropriate phrasing: *Jamal is the oldest, and Sally is the youngest.*

The materials do not include a variety of activities for students to encode words with morphemes in isolation.

The materials do not include a variety of activities for students to encode words with morphemes in decodable connected text that builds on previous instruction.