

# Imagination Station, Inc. Grade 2 English Phonics Program Summary

## Section 1. Phonics-Related Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade K	100%	100%	Not Reviewed	Not Reviewed
Grade 1	100%	100%	Not Reviewed	Not Reviewed
Grade 2	100%	100%	Not Reviewed	Not Reviewed
Grade 3	100%	100%	Not Reviewed	Not Reviewed

## Section 2. Instructional Approach

- The materials include some systematic, year-long plans for phonics instruction.
- The materials provide some direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.
- The materials include some detailed guidance that supports teacher’s delivery of instruction.
- The materials include some distributed review of phonics skills with cumulative practice opportunities with decodable text.

## Section 3. Content-Specific Skills

- The materials provide some systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review to develop students’ knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.
- The materials provide some systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high frequency words.
- The materials include some systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.
- The materials connect some phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.
- The materials provide some opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.

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## Section 4. Progress Monitoring

- The materials include some developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.
- The materials include some integrated progress monitoring tools, with specific guidance on frequency of use.
- The materials include guidance for teachers to analyze and respond to data from diagnostic tools.

## Section 5. Supports for All Learners

- The materials include some guidance, scaffolds, supports, and extensions that maximize student learning potential.
- The materials include a variety of instructional methods that appeal to a variety of learning interests and needs.
- The materials do not include supports for Emergent Bilinguals to meet grade-level learning expectations.

## Section 6. Additional Information: Resources

- The materials provide guidance on fostering connections between home and school.
- The materials incorporate technology into the lessons to enhance student learning.

## Section 7. Additional Support

- The publisher submitted the technology, price, professional learning, additional language supports, and evidence-based information.

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## Indicator 2.1

Materials include systematic, **year-long plans for phonics instruction.**

1	Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.	M
2	Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year.	PM
3	Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single-syllable words before multisyllabic words).	M

## Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials partially include systematic year--long plans for phonics instruction.

Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. Materials demonstrate some vertical alignment that shows the progression of skill development from year to year. Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words).

Evidence includes but is not limited to:

**Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.**

- The materials provide a “Scope and Sequence” chart. Grade 1 and grade 2 are bundled together in the scope and sequence, along with another document in which grade 2 and grade 3 are bundled together. The Istation “Reading Curriculum Correlated to Texas Essential Knowledge and Skills for English Language Arts and Reading” document found on the Istation website contains a document by grade and TEKS that has a column to note Digital Student Experiences and another column on Teacher Resources based on lessons/activities aligned with the TEKS. In this document, resources are categorized by the specific grade-level TEKS. On the grade 1/grade 2 “Scope and Sequence” chart, it shows Cycles Pre Reading—Cycle 8. It is not clear on that chart which are grade 1 cycles versus grade 2 cycles. The “Istation Program for TEA Slides” does specify that Cycles 5–11B are to be used in grade 2. The same is true for the grade 2/grade 3 “Scope and Sequence,” as it shows Cycles 1–Cycles 11. Materials state that there may be an overlap in cycles within a certain range, depending on the student’s ISIP score in the online component.
- Students move through Istation Interactive Instruction at their own pace after being placed in their instructional path based on their initial ISIP score. The initial placement cannot be changed by students or teachers; however, students can advance their learning path based on subsequent ISIP scores. It is important to note that students are not moved back in the cycles of instruction if their ISIP score drops. The instructional path movement progresses forward as

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students engage in the lessons in a cycle. Students are also moved into higher cycles as their overall ISIP scores increase.

- The “Scope and Sequence” provides a document by skill (phonological awareness and phonics are included) and subskill to note which cycles the skill/subskill is taught (a checkmark is noted if the skill/subskill is taught in that Cycle) and the specifics of what is covered in that Cycle if needed. In Cycle 4, grade 2 students practice decoding and encoding consonants and consonant blends along with vowel combinations such as *oa* and *ea*. In Cycle 8 of the grades 2 and 3 cluster scope and sequence, students manipulate graphemes to build words with vowel patterns (e.g., long vowels /ay/, /ey/, /ie/, /oe/ with CCVC and CCCVC words) along with additional r-controlled vowels during Cycle 8 (*ir, er, ur, ear*).

**Materials clearly demonstrate vertical alignment and that shows the progression of skill development from year to year.**

- The materials provide a scope and sequence chart indicating the phonological awareness and phonics skills students learn in grade 2 in two separate documents. It is found both in grade 1 and grade 2 scope and sequence and also in grade 2 and grade 3 scope and sequence. The documents list the available cycles of instruction, which in grade 2 are Pre Reading and Cycles 1–11, even though the “Istation Program Guide for TEA” states grade 2 Cycles are 5–11B.
- The materials provide a scope and sequence document in which grade 2 is in two charts. The first chart contains the scope and sequence for grades 1 and 2, and the second chart contains the scope and sequence for grades 2 and 3. Phonological and phonemic awareness skills are listed on the left-hand side of the document, and a checkmark under a cycle indicates the cycle that presents students with that skill. The two charts list the same skills for overlapping cycles. Furthermore, grades 1–2 and grades 2–3 scope and sequence documents show the phonological skill “identify the initial sound in spoken words and blend word parts” checked off for Cycles 1–3.
- Although the materials do not provide a phonological awareness timeline by age group, the materials show that lessons overlap across grade levels. For example, the scope and sequence charts show that students complete phonological awareness lessons in which students listen and participate in animated rhymes. This indicates that students review and build upon the previous year’s lessons.
- Materials show a progression of skill development from cycle to cycle. Cycle 7 students apply letter-sound correspondence to decode long vowels /e/, /o/, /i/, and /y/ with CV and CCV words. Cycle 8 students apply letter-sound correspondence to decode long vowels /ay/, /ey/, /ie/, /oe/ with CCVC and CCCVC words.
- There is no evidence of a vertical alignment document. The Istation Program Guide shows grade 2 utilizes Cycles 5–11B and overlaps both with grade 1, which utilizes Cycles 3–10, and grade 3, which utilizes Cycles 9–13. Six cycles overlap, and two cycles are unique to grade 2. The vertical alignment and progression of skill development from year to year are not clear when cycles overlap grade levels.

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Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words).

- Lesson objectives follow a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words throughout the year. For example, grade 2 lesson objectives begin with decoding and encoding VCe words and progress to consonant blends, open syllable words, and r-controlled vowels.
- Grade 2 objectives begin with a review of previously learned skills, such as manipulating phonemes within base words, and transition to more complex skills, such as decoding words with short, long, or variant vowels, trigraphs, and blends. Objectives continue to increase in complexity as students transition to decoding words with silent letters, such as *knife* and *gnat*. Students use prerequisite skills to read more complex words throughout the year.
- The materials follow lessons that move from simple to more complex foundational literacy skills. The scope and sequence provides the progression of foundational literacy skills. Grade 2 lessons begin with an overlap of skills taught in grade 1 and then focus on decoding and encoding words with common phoneme correspondence, such as three consonant initial blends with short and long vowels, r-controlled syllables, and diphthongs.
- The grade 2 Scope and Sequence lesson objectives progress from simple to more complex concepts by applying sound/letter correspondence to blend and decode CVC, VCe, and CVVC, CCVCe words to include *ie*, *ay*, *ey*, and *oe*, before moving into decoding words with r-controlled vowels, decoding words with *ci*, *ce*, *cy*, *ge*, *gi*, and *gy* spelling patterns along with decoding words with variant vowels and diphthongs. Syllabication rules are utilized in decoding words.

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## Indicator 2.2

Materials provide **direct (explicit) and systematic instruction** in developing grade-level phonics skills within and across lessons.

1	Lessons include detailed guidance for each component of the gradual release of responsibility model.	M
2	Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.	PM

## Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials provide some direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.

Lessons include detailed guidance for each component of the gradual release of responsibility model. Materials do not contain a teacher edition; however, materials contain some ample and useful annotations and suggestions on how to present the content in the student materials.

Evidence includes but is not limited to:

### Lessons include detailed guidance for each component of the gradual release of responsibility mode.

- Lessons include detailed guidance for each component of the gradual release of responsibility model. For example, formatted (bolded, italicized) text is used to distinguish between scripting for teachers, teacher directions, and potential student responses.
- Lessons assist teachers in using the gradual release of responsibility by including subtitles, and lessons include specific and precise terms, phrasing, and statements that teachers can use during core instruction to guide students' practice and application of new phonics skills. For example, in "Skill: Phonics – Lesson 54," students learn to read and sort words with *oy* as in *boy* and *oi* as in *coin*. The lesson is labeled as follows:
  - Teach: As scripted in the lesson, the teacher says, "If you hear the sound /oi/ in the word, raise your hand and say /oi/. Ready? Listen: *toy*. I play with a toy. *Toy*. Do you hear the sound /oi/ in the word *toy*? Yes! Raise your hand and say /oi/. Here's another word. Ready? Listen: *coin*. I put a coin in my pocket. *Coin*. Do you hear the sound /oi/ in *coin*? Yes! Raise your hand and say /oi/." The teacher continues instruction with the following words in sentence context: "*Joy*. Joy to the world . . . *joy*. *Boil*. Boil the water . . . *boil*. *May*. May I help? . . . *may*. *Oyster*. An oyster is like a clam . . . *oyster*. *Moo*. The cow says moo . . . *moo*. *Point*. Point to the floor . . . *point*."
  - Guided Practice: The script prompts the teacher to say, "Now you try to read words with the sound /oi/. Blend the words that I write. Do not begin until I give the signal. We need to give everyone plenty of time to look at the word and think about it." The teacher writes down the following words one at a time and stops to blend each word with the class. The teacher underlines the letters *oy* and *oi* using the suggested words: *joy*, *point*, *boy*, *Roy*, *oil*, *boil*, *foil*, *noise*, and *Troy*.

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- Monitoring Progress through Independent Practice: The teacher distributes the “Sorting Words” handout. Students find each word that has the letters *oi* and color the box orange. According to the script, the teacher says, “When I come to you, you will read some of the words to me. You may read the words to a partner until I come to you.” The teacher observes and charts the progress of each student.
- Reteach: The teacher uses this portion of the lessons with students who need additional instruction and practice. Using the “Sorting Words” handout, the students underline or highlight the letters that make the /oi/ sound. In a small group, the teacher models blending the sounds to read the word.
- Lessons include specific and precise terms, phrasing, and statements that teachers can use during core instruction to guide students’ practice and application of new phonics skills. For example, in the Cycle 9 digraph lesson, the materials provide a picture example of Elkonin boxes and describe in the lesson script how to use them to teach blending sounds.

**Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.**

- Istation Reading does not contain a Teacher Edition. Teachers are given access to the programs’ website ([www.Istation.com](http://www.Istation.com)) and have access to “Teacher Resources,” where all lessons are found in PDF format. The lessons contain limited annotations and suggestions in the narrative of the lesson for teachers on how to present the content in the materials. There are no margins in the lessons with annotations or suggestions. All lessons are scripted but do not contain notes anywhere along the margins that provide teachers with more details on how to support students during instruction.
- The teacher lessons contain some annotations and suggestions for teachers on how to present the content in the materials. For example, the teacher lessons include a “Reteach” section after independent practice. The reteach section “Notes” provides teachers with more details on how to support students. In Lesson 48, “Compound Words,” the note says, “Provide explicit instruction with modeling and guided practice in small groups. Give to each student a sentence strip with campfire printed on it.” It says teachers should “encourage the student to fold it back and forth. Try using two different index cards, having students read them separately, then pushing them together like train cars to blend them into one compound word. Help students blend each word using the touch-a-letter and say-its-sound-method. Praise students frequently.”
- Some notes and teacher tips are found in the teacher PDF materials. In “Skill: Phonics – Lesson 54 Words with *oy* and *oi*,” there is an initial note “Words in bold are said aloud by the teacher.” Later in the Reteach section of the lesson, a note states, “Provide explicit instruction with modeling and guided practice in small groups.”

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## Indicator 2.3

Materials include **detailed guidance** that supports teacher’s **delivery of instruction**.

1	Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills.	PM
2	Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill.	PM
3	Materials include specific guidance for providing students with immediate, corrective feedback.	PM
4	Materials provide detailed guidance for connecting previously taught phonics skills to new learning.	DNM
5	Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.	PM

## Partial Meets | Score 2/4

The materials partially meet the indicator. Materials include some guidance that supports teacher’s delivery of instruction.

Guidance for teachers includes some information about common phonics pattern misconceptions and guiding principles related to specific phonics skills. Guidance for teachers provides some detailed, specific instructional strategies with consistent routines for teaching each phonics skill. Materials include some specific guidance for providing students with immediate, corrective feedback. Materials do not provide detailed guidance for connecting previously taught phonics skills to new learning. Materials include some guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

Evidence includes but is not limited to:

### Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills.

- The materials include inaccurate guiding principles. In High Frequency Words Cycle 5, words such as *what*, *said*, *for*, and *her* are taught to be learned by visual memory. For example, the students spell each high-frequency word by snapping each letter and counting the number of letters and syllables. Students are then encouraged to visualize the word. The script states, “When we picture a word in our mind, it helps us spell that word. Remember, this game will help us create a visual picture of the word.” The lesson does not guide the students to decode the parts of the word that are decodable.
- Guidance for teachers includes limited information about common phonics pattern misconceptions and guiding principles related to teaching specific phonics skills. In “Phonics Lesson 45 Phonograms, *ain*, *ape*,” during the guided practice portion, it emphasizes phonetic pronunciation within the lesson when decoding the word *grape* (e.g., “Ensure /g/, not /guh/ and ensure /r/, not /er/”).

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- The materials do not share guiding principles related to specific skills on the Istation teacher website. Under the tab toolbox and in the help session, there were no specific teacher materials found in regard to guiding principles related to specific skills.
- In a Final Stable Syllable lesson, materials include notes about characteristics of the syllable type, such as, “The pattern appears in the FINAL position of base words,” and “The pronunciation is notated in two primary ways within dictionaries, curricula, and phonetic translators depending on the word used: • b l e = /b//l/ a blending of the final two consonants with NO vowel sound • b l e = /bəl/ a subtle schwa vowel sound between the final two consonants.”

**Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill.**

- The teacher resources do not include a handbook or overview that explains instructional routines such as a routine of dictation. The routines are found in the lesson plans. Cycle 8, Lesson 2, “Segmenting and Blending Sounds /th/” provides a script the teacher follows to conduct a lesson on segmenting phonemes in words. The teacher uses Elkonin boxes to demonstrate how to separate sounds in a given word. The teacher models the word *this*. The teacher says, “The beginning sound in *this* is /th/. This begins with /th/.” The teacher places a counter in the first Elkonin box. The teacher continues this process until the word is complete.
- The materials provide sufficient details for teaching each strategy. Cycle 9, “Read Words with *ow, old, olk, olt, and oll*” uses picture cards to practice decoding words. The teacher says, “Listen and repeat: *cold*. There are four sounds in *cold*, /k/ /O/ /l/ /d/. When you see the letters *o, l, d* side by side, just say *old*. Let’s read this word.... *told*.” Materials note for the teacher to use letter cards to spell words or print words on the board. Materials state, “use the same teaching sequence to demonstrate how to read words with *olt*. Use the words *bolt, colt, jolt*.” During the guided practice, materials tell the teacher to say, “I will spell a word with the letter cards. We will sound out each word together. Ready?” After the guided practice, materials state, “Use the same instructional sequence to demonstrate reading words with *olt, old, olk, oll*.” The materials do not include an explanation or overview of the instructional routines used consistently throughout the program.
- The materials include few instructional strategies with consistent routines for each phonics skill. One example of a detailed routine is with high-frequency words in Cycle 10, “High Frequency Words,” consisting of having students clap each sound that they hear in the word. Additionally, the student counts the number of letters and syllables in the word. Next, the student engages in letter deletion to practice visual memory of the word. As stated in the materials, the Letter Deletion routine follows the next steps:
  - “Explain that you will write the word and then delete (erase) a letter. Students will need to say which letter has been deleted. For example, write the word *good* on the board. Have students spell the word g-o-o-d. Then delete the *g* and say: What letter was deleted? (*g*) Write the *g* again to complete the word. Then erase a different letter. Again, ask what letter was deleted. Repeat deleting letters until finally, you have deleted all the letters. Ask: What letters were deleted? Students respond with g-o-o-d.”

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## Materials include specific guidance for providing students with immediate, corrective feedback.

- The materials include some specific guidance on providing immediate, corrective feedback within the lesson. For example, in Cycle 9, Lesson 10, on decoding multisyllabic words, the lesson provides the teacher with guidance on what to do if a student does not divide the word into syllables correctly. The note in the materials states, “If a student draws a line between two consonant blends, such as f and l in *flipper*, point out that each word part must have one vowel sound. Therefore, dividing between the f and l will not work.”
- Materials include general guidance for providing students with immediate, corrective feedback. In Cycle 8, “Decoding *-er, ir, ur*,” during the guided practice, it instructs the teacher to “give feedback for each sentence.” Cycle 9, “Lesson 18 Read words with *oi* and *oy*,” during the guided practice, instructs the teacher to “provide corrective feedback as needed, modeling it until everyone responds correctly.” In Cycle 9, “Long Vowel *-ay, -ey, -oe, -ie*,” during the guided practice, it instructs teachers to “give help as needed until everyone can blend and read the word. Model and provide feedback until proficient.” Materials do not provide guidance for how teachers should provide students with immediate, corrective feedback.
- The materials include specific guidance on providing immediate, corrective feedback within the lesson. For example, in Cycle 11, Lesson 4, the lesson plan script states, “Confirm or correct responses” when students are asked for the vowel sound in words such as *head* and *heavy*. However, the materials do not provide specific examples of how to provide immediate, corrective feedback. “Confirm or correct responses” is stated in the lesson plan for the teacher, but there is no evidence of clear and precise corrective feedback. Additionally, the lesson plan also states, “Accept reasonable answers,” but there is no guidance on what a reasonable response may be.

## Materials provide detailed guidance for connecting previously taught phonics skills to new learning.

- The materials include some references in lesson plans and scripts to previous learning. In “Phonics Lesson 26 Decoding with Long Vowel /oa/,” the materials start the lesson by saying, “We know that the letter o can stand for the sound /o/ as in *Ron*. We know that the letter a can stand for the sound /a/ as in *ran*. Now watch what happens when we put the letter o and the letter a together. The sound we say for the letter team *oa* is /O/.” In “Phonics Lesson 63 Complex Word Families,” the lesson begins with, “You have learned that certain letters form word families. *A* and *t* form the word family /at/, and we can make lots of words with this word family. Today, we are going to learn some new word families.”
- Cycle 9, “Lesson 27 Spelling Words with *oi* and *oy*,” does not make reference to what was previously taught/learned in Cycle 9, “Lesson 18 Reading Words with *oi* and *oy*.” The lessons begin with the teacher saying, “I want you to listen to this sound. /oi/. Say it with me. /oi/. We can spell the sound /oi/ in two different ways. Show letters *oy* and *oi*. We can spell the sound /oi/ with the letters *oy* or with the letters *oi*. Both spell the sound /oi/. When the sound /oi/ is at the end of a word, you usually spell it with the letters *oy*. For example, in the word *toy*, we hear the sound /oi/ at the end of the word. /t/ /oi/. Use letter cards to spell *toy*. The letters *oy* spell the sound /oy/ as in *toy*. Now, let’s spell a word with the letters *oi* for the sound /oi/. When the sound /oi/ is in the middle of a word, you usually spell it with the letters *oi*. For example, in the word *coin*, we hear the sound /oi/ in the middle of the word. /c/ /oi/ /n/. Use letter cards to

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spell *coin*. The letters *oi* spell the sound /oi/ as in coin.” No reference is made to having read words with *oi* or *oy* from the earlier lesson, even though the same words were used in the earlier lesson (*toy/coin*).

**Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.**

- The materials include some guidance on the recommended length for each lesson. The materials do not provide specific guidance on how much time to spend on each lesson component. The lesson is clearly divided into the following components: Teach, Guided Practice, Monitor Progress Through Independent Practice, and Reteach. Some lessons contain a visual for how long each section should take, which helps teachers know exactly how to pace a lesson. Under each section in these lessons, there is a circle with the amount of time each part of the overall lesson takes.
- Materials include a “Parent Guide: How to Use Ipractice Effectively” document that includes a pacing guide for how to use Ipractice at home with specific time suggestions.
- The materials include guidance on the recommended length for each lesson for online learning. Istation recommends students log in to the program to work through the interactive instruction on the student’s individualized learning paths for the following amounts of time:
  - 30 + minutes per week: Suggested for Level 3, 4, & 5 students (Tier 1 students)
  - 40+ minutes per week: Suggested for Level 1 & 2 students (Tier 2 & 3 students)

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## Indicator 2.4

Materials include **frequent and distributed** review of phonics skills with **cumulative practice opportunities with decodable text**.

1	Materials include intentional cumulative review and practice activities throughout the span of the curriculum.	PM
2	Practice opportunities include only phonics skills that have been explicitly taught.	M
3	Decodable texts incorporate cumulative practice of taught phonics skills.	PM

## Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials include some distributed review of phonics skills with cumulative practice opportunities with decodable text.

Materials include some review and practice activities throughout the span of the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate some cumulative practice of taught phonics skills.

Evidence includes but is not limited to:

**Materials include intentional cumulative review and practice activities throughout the span of the curriculum.**

- Lessons use consistent routines to introduce phonics skills that include different modalities. For example, in “Spelling Diphthongs 1,” the teacher distributes Word Cards. The teacher script prompts the teacher to say, “Let’s read these words together. Let’s discuss some things you noticed about the words. Who would like to share what they noticed about these words? In addition to short and long vowels, there are many more vowel sounds, all of which have different spellings. These words are examples of words that contain neither a short nor a long vowel sound. These patterns are diphthongs.” Similarly, in “Spelling Closed Syllables,” the teacher also uses Word Cards throughout this lesson. The teacher script uses a similar instructional routine as the previously discussed lesson. The script prompts the teacher to say, “Watch what I do with these Word Cards. I will place the words in a column based on their patterns. Listen as I say each word and pay close attention to the patterns in the words. Knowing about these patterns will help you remember how to spell the words. Look at the patterns of the letters. How are these words alike? We call the first syllable in each of these words a closed syllable. A closed syllable contains a short vowel and ends (or is closed) with a consonant.” Lessons do not include intentional cumulative review.
- The materials include intentional practice of the newly learned phonics skills year. For example, some of the materials include a passage/text of newly learned patterns and review of previously taught patterns. In the lesson plan “Lesson 56 Diphthongs *ow* and *ou*,” a story is included *Flower, the Brown Cow*. This story provides multiple opportunities to practice reading words with the diphthongs *ou* and *ow*, until students are fluent. Materials do not include cumulative review.

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- Lessons use consistent routines to introduce and review phonics skills that include different modalities. For compound word sticks (for word bank cards for Cycles 7–10), this game is designed for small groups. The teacher selects compound words from Cycles 7–10 and places the cards in a pile. A student draws a card, places a toothpick between the two words, and then says the word out loud. If the student correctly divides and reads the word, the student gets to keep the card. If not, the card is placed back in the word pile, and play resumes with the next student. Materials do not include intentional cumulative review and practice activities throughout the span of the curriculum.

### Practice opportunities include only phonics skills that have been explicitly taught.

- Students apply the focus skill for the lesson during guided and independent practice. For example, in Cycle 7, “Decoding *-or*,” the teacher explicitly states, “Today we will learn about another kind of Bossy R beside the *-ar* and the *-are* Bossy R. Bossy R *-or* and *-ore* says /or/, /or/.” Although there is a reference to a previously learned skill, the lesson’s guided practice, and independent practice do not use words with *-ar* or *-are*. Students only practice with words that contain *-or* and *-ore*.
- Practice opportunities include only phonics skills that have been explicitly taught. In Cycle 9, “Inflected Endings: *s, ing, ed*,” the teacher models, and students then manipulate the Fun Folding Page that has words with the ending *s, ing, ed*. The teacher models how to fold back the ending part of the word to read the word and then how to unfold the ending and read the word with the ending. Some examples of words are *sticks, flocks, kicking, sleeping, jumped, and beeped*. The students end the lesson by reading a passage that has words with the ending *s, ing, ed*.
- Practice opportunities include only phonics skills that have been explicitly taught. In the lesson plan “Phonics – Lesson 45 Phonograms *ain, ape*,” the teach section focuses on the teacher leading the students through decoding words with *ain* and *ape*. Then in the independent practice section, students practice independently reading the words on the phonogram decoding page. The teacher goes around and listens in as students whisper-read the page.

### Decodable texts incorporate cumulative practice of taught phonics skills.

- The lesson plans do not refer to resources such as decodable passages, poems, or books. Lessons such as “Skill: Phonics - Lesson 14 Syllables with *-le* and *-y*” provide resources such as Syllable Words Cards and the Syllable Words Page to practice reading the learned phonics skill by reading words in isolation. The materials provide “Istation Books and Passages” resource documents in which decodable texts are listed. The title of the decodable texts is followed by the type of text, Lexile measure, and phonics/reading skill. Using this document, the phonics skill presented in the lesson is matched with the corresponding decodable text. This document also provides a table with the Lexile range and the approximate grade level.
- Decodable texts incorporate cumulative practice by increasing in complexity. They only include taught phonics skills. In lesson plan “Lesson 58 Digraph,” students blend sounds to read words containing the digraph *ph*. In the Independent Practice section of the lesson, the teacher distributes the “Phantastic Readers” page to students. Students are to highlight the *ph* letter pattern wherever they find it in the sentences. Students are to practice reading each sentence.

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- Decodable texts incorporate taught phonics skills and cumulative practice of taught phonics skills. The Cycle 7 decodable reader *At the Farm* practices r-controlled vowels *ar, are, or, and ore*. The Cycle 8 decodable reader *A Big Sneeze* practice r-controlled vowels *er, ir, and ur*. The Cycle 9 passage *Big Top Tent* practices r-controlled vowels. Decodable words are included in the readers from previous lessons in addition to words covering the phonics skill noted for each decodable reader. The lessons do not reference which decodable reader to utilize. “Istation Books and Passages” resource document in which decodable texts are listed. The title of the decodable texts is followed by the type of text, Lexile measure, and phonics/reading skill. Using this document, the phonics skill presented in the lesson is matched with the corresponding decodable text. This document also provides a table with the Lexile range and the approximate grade level.

# Imagination Station, Inc. Grade 2 English Phonics Program Summary

## Indicator 3.B.2

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of **phonemic awareness** skills, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes.	PM
2	Materials include scripted direct (explicit) instruction for teaching phonemic awareness.	M
3	Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	PM

## Partial Meets | Score 2/4

The materials partially meet the indicator for the indicator. Materials provide some systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.

Materials provide some sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include scripted direct (explicit) instruction for teaching phonemic awareness. Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. Materials incorporate some activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

**Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes.**

- Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. In the “Phonological/Phonemic Awareness: Manipulating Phonemes Lesson,” students practice manipulating initial and final phonemes in base words. In Cycle 10, “Lesson 1 Phoneme Deletion (Initial)” and “Lesson 2 Phoneme Deletion (Final),” students

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practice deleting phonemes from a word and identify the new word. There are no lessons listed in cycles for distinguishing between long and short vowels; recognizing the change in spoken words when a phoneme is added, changed, or removed; or manipulating phonemes within a base word. When using the search feature, lessons do come up as separate phonemic awareness lessons in the absence of a cycle number, so it is not evident in which grade level the lessons are to be used.

### Materials include scripted direct (explicit) instruction for teaching phonemic awareness.

- Materials include scripted direct (explicit) instruction for teaching phonemic awareness. In “Phonemic Awareness Distinguishing Vowel Sounds in Multisyllable Words,” students distinguish between long and short vowel sounds in multisyllabic words. The teacher begins the lesson by saying, “We know words are made of sounds. I will say two words that each have three sounds. Only the middle sound is different. I want you to listen carefully to determine how the sounds are different. Ready? Listen. *Cub. Cube.*” The teacher uses two different colored sticky notes to represent long vowels and short vowels in the words *kitten, lily, and mailbox*. During the guided practice, the teacher says, “Now you can try some with me. I will say a word fluently. Then I will say it in syllable parts. You will repeat the word slowly and decide if each syllable contains a short vowel or long vowel sound.” During independent practice, the teacher distributes the independent practice page to students and two crayons. The teacher says, “Now you can practice distinguishing between long and short vowel sounds on your own. The words on this page are written in syllable boxes. That means each syllable in the words is in its own box. The syllable boxes are like the sticky notes we used to represent each syllable. You will say each word aloud as you touch each syllable box. If the syllable in the box is a short (or r-controlled) vowel, color the box yellow. If the syllable in the box is a long vowel, color the box blue. If you need help reading a word, ask me, and I will help you.”
- Lessons employ the gradual release of responsibility model (I do, we do, you do). For example, in Cycle 10, “Lesson 1 – Phoneme Deletion” follows the gradual release of responsibility model. The teacher begins the lesson by saying, “You will repeat the word I say. Then you will say the word without the beginning sound. Listen to this word: *sand*. Now, I will say the word *sand* without the /s/. And. *Sand* without the /s/ is *and*. You try one. Say the word *bill*. Now say the word *bill* without the /b/. Affirm: Great job! *Bill* without the /b/ is *ill*.” During guided practice, the teacher says, “Now we will try some more.” The lesson provides a chart that lists the three steps in the instructional routine: “1. Listen and Repeat, 2. Delete the initial sound, 3. What is the new word?” Students practice deleting the initial phoneme using words such as *leg, cold, bounce, shout, and hair*. For example, the teacher says the word *leg* and asks the students to delete /l/. The new word is *egg*. During independent practice, the teacher continues using examples from the table found in the guided practice section of the lesson. The teacher continues to provide multiple opportunities for each student to demonstrate skill mastery.

### Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.

- Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic

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## English Phonics Program Summary

decoding. In Cycle 9, “Lesson 16 Read Words at *ay, ey, oe, and i,*” the teacher introduces the new sounds and reminds students to blend sounds together to read words. For example, “We blend the sounds to read the word, /k/ /E/, /key/. What is the word? Provide affirmation: Yes, the word is *key.*” During the guided practice, students practice decoding words by pointing to each letter, saying the sound, and then blending the sounds together to read the word.

- Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic encoding. In Cycle 10, “Lesson 6 – Spell with *ou* and *ow,*” in the Teach section, the teacher says, “When the letters *o* and *u* are side by side, sometimes they make the sound /ou/. Listen for the /ou/ sound in *mouth.* Say *mouth.* I will spell *mouth* using the letter cards. Watch. The first sound I hear in the word *mouth* is /m/. I spell that sound with the letter *m.* (Place the letter *m* on the table or pocket chart.) *Mouth.* The next sound I hear is /ou/. I will spell /ou/ with the letters *ou.* (Place the letters *ou* next to *m.*) The last sound I hear is /th/. I will spell that sound with the letters *th.* (Place the letters *th* at the end.) *Mouth.* Run your fingers under the letters as you say the word.” Read this word with me.
- Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle. In Cycle 10, “Lesson 15 Read Words with Vowel Digraphs *aw* and *au,*” the teacher says, “Watch me blend a word with *aw.*” The teacher notes instruct the teacher to “write the word *jaw* on the board. Put your finger under the *j* and say /j/. Then place your finger under the letters *aw* and say /au/. Blend it faster and read the entire word.”

**Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).**

- Materials provide a variety of activities and resources for students to develop and practice skills but lack activities and resources for cumulative review. The lesson “Phonemic Awareness Distinguishing Vowel Sounds in Multisyllable Words” includes an independent practice sheet for students to practice the taught skill. Students say each word in the syllable boxes and then determine if each syllable contains a long or short vowel sound. Students color the long vowel syllables one color and the short or r-controlled vowels a second color.
- The materials suggest or provide resources, including manipulatives to practice and reinforce students’ phonemic awareness skills. For example, in the “Istation Reading lesson: Manipulating Medial Phonemes,” students use Elkonin boxes and counters to change the medial sound in words.
- Materials include Elkonin boxes in lessons. In Cycle 9, “Lesson 1 Segmenting and Blending Sounds /ch/,” students use Elkonin boxes to segment and blend phonemes in words containing the /ch/ sound from this lesson and not cumulative review.
- In the “Phonological/Phonemic Awareness Manipulating Medial Phonemes Lesson, students manipulate sounds in base words by adding, deleting, and substituting initial and final phonemes. The lessons instruct the teacher to “Use sticky notes or Elkonin boxes to model phonemic order while saying each phoneme distinctly. Repeat the word fluently as you run your finger under the sticky notes or Elkonin boxes.” During the independent practice, students use sticky notes to practice adding, deleting, and substituting phonemes.

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## Indicator 3.C.1

Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of **grade-level sound-spelling patterns**, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.	M
2	Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

## Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.

Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

**Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.**

- In the Scope and Sequence for Istation Reading, located on the Istation website, there is an area devoted to phonics. In the scope and sequence, the objectives for grade 2 are shown in two charts. The first chart bundles grade 1 and grade 2 objectives to show their vertical alignment. Additionally, objectives for grade 2 and 3 are bundled together to show the objectives that vertically align. When looking at Cycles 5–11B, Cycle 5 focuses on short vowel /u/ and long vowels /a-e/ and /i-e/. Cycle 6 focuses on decoding words with long vowels /u-e/ and /i-e/. Cycles 7–9 focus on decoding words with r-controlled vowels. Cycles 9 and 10 focus on decoding words with variant vowels *au*, *aw*, and *at* and diphthongs /oi/ *oy/oi* and /ou/ *ow* and *ow*. It is noted that Cycles 3–5 also focus on decoding words with consonant blends. Also, Cycles 9–11 focus on decoding words with digraphs.
- In the toolbox component, there is an “Istation Reading Curriculum Correlated to Texas Essential

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## English Phonics Program Summary

Knowledge and Skills for English Language Arts and Reading” document (PDF). The column on the left lists the student digital components in the program, such as interactive games and lessons. The column on the right lists the teacher resources for that standard.

### Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.

- Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. In Phonics Lesson 39, “Decoding with *ar*,” the teacher begins by reminding students what sound the grapheme *r* makes (not *ruh*, not *er*). The script says, “We call the *-ar* letter pattern the Bossy R, This sound of Bossy R is /ar/. When the letter *r* follows the vowel *a*, it is a Bossy R. You say it /ar/. Good.” In the lesson, the teacher is told to “Slowly touch *f*, say /f/; touch *-ar*, say /ar/; touch *m*, say /m/.” In the guided practice as a bullet point, the teacher is told to “As needed, touch the letters and say the sounds in unison with students.” The lesson contains a teach, guided practice, and independent practice portion.
- The materials contain explicit scripts for teaching sound-spelling patterns. In Cycle 6, Lesson 10, “Vowel Sounds and Letter Patterns *i\_e*, *u\_e*,” students work on VCe word patterns. The teacher models how VCe affects the vowel in words using letter cards. The script says, “Now watch what happens when we put the letter *e* at the end of *rip*. Now, the word *rip* turns into *ripe*. Wow! How did it do that? The silent *e* did it. When a word ends in silent *e*, the *e* is quiet. It gives all its power to the first vowel, so the first vowel can say its name.” During the guided practice, the teacher distributes the “Vowel Letter Patterns *i\_e*, *u\_e* page.” Students practice changing vowel sounds within CVC words (*cup-cube*, *cut-cute*, *bit-bite*, *kit-kite*, *us-use*, *hid-hide*). For independent practice, the teacher states, “Now I will come to you, and you will whisper-read the whole page to me. You may practice with a partner until I get to you.”
- The materials followed the gradual release of responsibility. In “Cycle 10, Digraph *ph* and *wh*,” the lesson script states the skill focus is blending with the digraph *wh*. The lesson begins with “Teach: Read words with Digraph *wh*.” The teacher models the lesson objective to the students. The script prompts the teacher to say, “Say *whale*. The word *whale* begins with the sound /hw/. Say /hw/. The sound /hw/ is spelled using two letters... *w* and *h*. When the letters *w* and *h* stand together, they say /hw/.” The teacher models to the students how to blend the word. The lesson continues with the guided practice section in which the teacher says, “Now let’s read some words and sentences that contain the letters *wh*. The letters *wh* make the sound /hw/.” Lastly, the lesson provides a “Monitor Progress through Independent Practice.” In this section, students use the “Who’s Who Readers” page that is provided with this lesson. The lesson instructs the teacher to observe and chart the progress of each student.

### Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- The materials include activities to practice sound-spelling skills. Materials include “The Word Masters Card Game Player’s Guide,” which is with each cycle starting after Cycle 3. The player’s guide states, “The Word Masters Card Game is designed for students to spell words using previously taught phonics skills. The game includes cards illustrated with a letter or letter combinations and characters called the Fantastic Phonics. Word Masters may be played individually or multiplayer.” Each cycle has a different set of playing cards depending on phonics taught in that cycle.

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## English Phonics Program Summary

- The materials have resources and activities for students to practice sound-spelling skills. Students may work on “Cycle 9, Lesson 27 Spelling Words with *oi* and *oy*.” In this lesson, the materials include lowercase and capital letter cards. Additionally, the lesson provides a list of words that follow the sound-spelling pattern outlined in the lesson. The words in the lesson are *point*, *broil*, *boy*, *oil*, *toy*, and *soil*. An example sentence is also provided for each of the words.
- The materials include a variety of activities to develop, practice, and reinforce students’ knowledge of sound-spelling patterns. For example, the “Skill: Phonics – Lesson 3 Digraphs and Trigraphs” includes a game of lists of trigraphs to practice and reinforce spelling words. For example, the teacher pitches by drawing a Baseball Digraph Word Card and showing it to the first batter on Team A. The student at bat reads the word. If the word is read correctly, the student advances to the appropriate base as designated on the card.

**Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).**

- In “Cycle 11, Lesson 11 – Multisyllabic Words,” students practice decoding six different types of syllables and their application in multisyllabic words. The materials provide different handouts to use during the lesson to offer a variety of opportunities to practice the focus skill. These handouts include “Syllable Header Cards,” “Syllable Patterns” handout, “Syllable Connection” handout, and “Multisyllabic Words” handout. The lesson provides a list of multisyllabic words to use during instruction. Some of the words on the list are *canary*, *carpenter*, *cavity*, *celebrate*, *community*, *company*, *cucumber*, *December*, and *delivery*. In this lesson, students practice putting two syllables together to form a word. Students practice reading the multisyllabic words.
- Students have opportunities to practice decoding in connected text. In the student app, the student reads three sentences and determines which sentence matches the picture displayed (*Marvin packed a bag for an overnight campout. Marvin used a flashlight while hiking at night. Marvin hiked to the lake to camp overnight*). If the student chooses wrong, the narrator tells them to read carefully and try again. If the student gets it correct, the narrator congratulates the student and then reads the sentence as the words are highlighted. If the student chooses the wrong sentence a second time, the correct sentence is highlighted and read as the words are highlighted. Next, the students are to read a sentence and choose the missing word from a list of three words. (*The actor stands in the \_\_\_ and takes a bow. spotlight, spotlight, flashlight*). The connected text *Who is Following Us* showed up on the screen once the game was complete for the student to read.
- Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). Materials include “Skill Word Lists” for each cycle. Materials include “Suggested Uses for Skill Word Lists” in the Teacher Resources. The suggested uses are Highlighting, Category Replication, Spelling Lists, Webbing, and Reverse Webbing. The materials provide guidance for Highlighting, “The teacher provides copies of the decodable words category from the Skill Words list for each student. Students search through the list for particular spelling patterns, blends, word endings, etc. When they find the particular item, they use a highlighter to highlight it.” The Cycle 8 word list contains r-controlled vowels (*ir*, *ur*, *er*, *ire*, *ure*) and digraphs (*sh*, *th*, *ng*).

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- There are opportunities for students to encode in connected text. In the “Writing Extension 6: *My Dog Has Fleas*” lesson, after reading the decodable passage *My Dog Has Fleas* with decodable words that follow recently learned spelling patterns of *ea*, *ai*, and *oa*, students write a response. They answer the following questions, writing words that contain *ea*, *ai*, *oa*, “Why are the fleas pests? What do the fleas do to the dog? How does the boy get rid of the fleas? After answering the questions, think about what you would do if your dog had fleas. Write a step-by-step description explaining how you would get rid of the fleas.”
- There are opportunities for students to decode and encode in isolation. In the “Spelling Open Syllables,” the teacher explains to the students that they will practice writing words from the words on word cards they have completed decoding activities with. On the board, the teacher writes the words *ribbon*, *picture*, and *spider*. Then the teacher shows a word card with a different word. The teacher asks the students to read the word and determine where each word goes based on the syllable type. The students then go to the board and write the word under the correct keyword. Words include *hatbox*, *yoga*, *cobweb*, *tuna*, *fever*, *bedbug*, *magnetic*, *music*, *begin*, *canyon*, *bacon*, *paper*, *sister*, *silent*, *fantastic*, *robot*, *summer*, *paper*, and *legal*. Students repeat the procedure for three or four additional words, and teachers make sure each student gets an opportunity to participate.

# Imagination Station, Inc. Grade 2 English Phonics Program Summary

## Indicator 3.C.2

Materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing **regular and irregular high-frequency words**.

1	Materials provide a systematic sequence for introducing regular and irregular high-frequency words.	PM
2	Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words.	PM
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	PM
4	Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).	PM

## Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials provide some systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.

Materials provide some sequence for introducing some regular and irregular high-frequency words. Materials provide some scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. Materials incorporate some activities and resources for students to develop and practice skills (through cumulative review).. Materials provide some activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and to recognize and read in connected text (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

### Materials provide a systematic sequence for introducing regular and irregular high-frequency words.

- According to the Istation Reading Curriculum Correlated to Texas Essential Knowledge and Skills for ELA and Reading, Scope and Sequence and Grade 2 Content at a Glance document, students learn the following high-frequency words in the following sequence:
  - Cycle 5: *what, said, for, her*
  - Cycle 6: *was, that, from, she*
  - Cycle 7: *do, come, there have, of, some*
  - Cycle 8: *does, your, when, could, give, want*
  - Cycle 9: *was, the, from, from, she*
  - Cycle 10: *good, many, their, too, would, look*
  - Cycle 11 had no high-frequency words
- Since Cycles 5–10 overlap in grades 1 and grades 2, and there are no new high-frequency words learned in grade 2 as they are a repeat of grade 1.

# Imagination Station, Inc. Grade 2 English Phonics Program Summary

**Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words.**

- The materials provide scripted instruction for teaching students how to decode regular and irregular high-frequency words. For example, in the “High-Frequency Words” Cycle 7 lesson, the teacher instructs students to snap and clap each word. The teacher and students play the letter deletion game. The teacher shows a word and then deletes a letter or letters. The students have to say which letters are missing. After playing the game, the lesson states that students write each word on a dry-erase board as instructed by the teacher. The teacher also shows the poem “We Come to School.” the teacher instructs the students to listen for high-frequency words as she reads. The second time, students read the poem with the teacher. The lesson focuses on high-frequency words *do, come, there, have, of, and some*. Materials lack the intertwining of decoding and encoding since they do not provide instruction for encoding.
- The materials provide scripted instruction for teaching students how to decode regular and irregular high-frequency words. In “High-Frequency Words” in Cycle 8, the script prompts the teacher to say, “We learn high-frequency words, or sight words because they help us in our reading and writing. We have already learned some. Today we will learn six new high-frequency words or sight words. Remember, high-frequency words are words that we see a lot in our reading and use a lot in our writing. The first word is *does*. *Does* can be tricky because the o-e in the middle makes the /u/ sound, and the s at the end makes the /z/ sound. We have to remember that we spell it d-o-e-s and not d-u-z.” Then, the teacher guides students to play the “Letter Deletion” game. The teacher says, “When we picture a word in our mind, it helps us spell that word. Remember, this game will help us create a visual picture of the word.” The teacher writes the word *does* and deletes one letter. The teacher asks what letter has been deleted, and the students respond. The teacher continues deleting different letters in the same word with the purpose of building visual memory for the high-frequency word.
- Materials provide scripted direct (explicit) instruction for decoding regular and irregular high-frequency words. “High-Frequency Words Cycle 9—*who, goes, put, why, because, thought*” contains three lessons. In the first lesson, the teacher starts the lesson, “Today we will learn six new high-frequency words or sight words. Remember, high-frequency words are words that we see a lot in our reading and use a lot in our writing.” The teacher shows the first word *who* and says, “Let’s snap and clap the letters in the word *who*.” Materials do not provide scripted direct (explicit) instruction for encoding regular and irregular high-frequency words. Materials lack the intertwining of decoding and encoding since they do not provide instruction for encoding.

**Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).**

- Materials provide Fluency Practice Pages, High-Frequency Words Practice Pages, and Word Bank Cards as resources for students to practice and reinforce skills. The materials do not have cumulative review of high-frequency words.
- The materials include activities and resources for practicing decoding and encoding of high-frequency words but lack the cumulative review. For example, the materials provide decodable books such as *The Bun for Us* in Cycle 5. The decodable book focuses on high-frequency words: *for, her, said, and what*.

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- Materials incorporate activities and resources for students to develop, practice, and reinforce skills but lack cumulative review. Cycle 10, the “Lesson 18 - High-Frequency Words” objective is identifying high-frequency words. During the guided practice, the teacher introduces the game, “Now we will play a game called WORDO with our HFWs. This game is played like BINGO.” The teacher distributes a copy of the WORDO handout. The teacher says, “Look at the top of this page. Put your finger on the word *their*. (affirm or provide corrective feedback) Spell it. Read it. Now, write the word *their* in one of the boxes below.” This process is repeated for the rest of the high-frequency words. During independent practice, students practice reading the words to a partner until the teacher comes around and listens to them.

**Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).**

- The materials include a variety of activities and resources for recognizing and reading high-frequency words in isolation but do not have writing of high-frequency words. For example, in Cycle 9’s high-frequency word lessons, students have the Rapid Repeated Reading chart. The students read the words (*who, goes, put, why, because, thought*) going across and up and down as quickly as possible. This is done independently and with a partner.
- In Cycle 9, “Lesson 20 - Read High-Frequency Words,” students decode high-frequency words in connected texts. Students practice reading high-frequency words *put, goes, who, because, why, and thought* in sentences on the Fluency Practice Page. Some example sentences from the Fluency Practice Page are *Rick goes to the shelf and puts his backpack on top* and *‘Who wants my backpack on the shield?’ said Rick*. Materials do not provide a variety of activities and resources for students to write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).
- The materials include a variety of activities and resources for recognizing and reading high-frequency words in connected text. This is seen in Cycle 10, “Lesson 19 – Read High-Frequency Words in Sentences.” Each student gets a High-Frequency Words Practice page with the words *look, good, many, would, their, too, friend, and water*, and sentences with these words in them. The teacher begins by saying a word, and students are to find it on their sheet by pointing to it and saying it. The teacher continues to re-read the words several times, mixing up the order. Then the teacher reads the sentences then students join in. Students then work with a partner to practice reading the sentences; the teacher walks around and provides feedback to students. Sentences include *Many children were playing at the park when they got there, ‘It looks like we will have a good time,’ said the mothers. There are many children playing today*. The materials do not have encoding high-frequency words in connected text.

# Imagination Station, Inc. Grade 2 English Phonics Program Summary

## Indicator 3.C.3

Materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of **syllabication** to decode and encode one-syllable or multisyllabic words.

1	Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	M
2	Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	PM
4	Materials provide a variety of activities and 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).	PM

## Partial Meets | Score 2/4

The material partially meets the criteria for this indicator. Materials include some systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.

Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. Materials incorporate some activities and resources for students to develop, practice, and reinforce skills, Materials do not include cumulative review. Materials provide some activities and 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).

Evidence includes but is not limited to:

**Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.**

- Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Lesson objectives progress from easier to more complex skills. For example, materials begin with closed syllables in “Skills Phonics Lesson 14 Syllables” then gradually introduce open syllables in “Skills Phonics Lesson 15 Open Syllables” before other syllable types like vowel teams in “Skills Phonics Lesson 25 Read Words with Long Vowel.”

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- The sequence for introducing syllable types and syllable division principles is aligned to grade-level TEKS. Materials focus on decoding and encoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, diphthongs, r-controlled vowels, and final stable syllables. Lesson objectives progress from easier to more complex skills, as seen in the Scope and Sequence. Cycles 9–11 cover using syllabication rules to segment two-syllable words. Cycle 11 also covers using syllabication rules to segment three-syllable words.
- According to the “Istation Reading Curriculum Correlated to Texas Essential Knowledge and Skills for ELA and Reading” document, students decode multisyllabic words. The progression of the skills is not clearly outlined in this document. They are listed under Teacher Resources under TEK 2.2.B.iii. The first listed under the phonics skill is Decoding Multisyllabic Words. Then the skill progresses to syllables *-le* and *-y*. Then, open syllables are presented, and finally, long vowels are in the final position.
- The materials provide Phonological and Phonemic Awareness Skill Trace lessons. These lessons guide teachers to plan for building phonological and phonemic awareness skills, such as oral syllable awareness. Note that there isn’t a document to show when to use lessons outside of the cycle lessons (for example, Skill or Phonemic Awareness Lessons).

**Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words.**

- Materials provide scripted direct (explicit) instruction applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. In Cycle 9, “Two Syllables, Dividing Between Consonants,” students practice decoding two-syllable words that follow the VCCV pattern. The teacher begins the lesson by saying, “Today we are going to practice reading longer words. Longer words can be broken into smaller parts called syllables. Each syllable has one vowel sound.” The teacher models dividing words between the two consonants using the words *kitten*, *napkin*, *husband*, *fossil*, and *carton*. During the guided practice, students write down words and practice drawing a line between the two consonants to decode the words. The words used are *magnet*, *ribbon*, *insect*, *flipper*, *carpet*, *sudden*, and *hammer*. During the independent practice, the teacher distributes the practice page and says, “You will divide between the consonants and underline the vowels, just as we have been doing. Then, you will practice reading each word.”
- The materials include specific and precise terms, phrasing, and statements that teachers should use during core instruction. In Cycle 10, “Lesson 9—Open Syllables,” the teacher says, “When a vowel is at the end of a syllable, it will say its name. Watch me blend this word. /rO/ /bot/...robot. Blend it with me. /rO/ /bot/...robot. Point to the letter RO. This syllable is an open syllable. An open syllable ends with a vowel, and the vowel says its name. In the letters RO, the vowel O says its name, /rO/. This syllable, point to /bot/, is a closed syllable. A closed syllable ends with a consonant, and the vowel is short /bot/.”
- Materials provide scripted direction instruction for applying knowledge of syllable types and syllable division principles to encode one-syllable or multisyllabic words. In the lesson “Spelling R-Controlled Syllables,” the teacher says, “Let’s look at how knowing about r-controlled vowels will help you in spelling. Suppose I want to write the word *park*. (Say the word *park*.) Let’s break this word up and focus on just the vowel + r. Say *p – ar – k*. Look back at your columns that you made earlier (Earlier in the lesson, the teacher and students completed word sort with columns.

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The column headings were yes/no based on if the word had a vowel + r syllable, and then later they resorted the vowel+ r words into the columns based on their vowel sound (/ar/, /er/, /ir/, /or/). Which vowel pattern sounds like the one in *park*? Yes, it sounds like the words in the /ar/ column. This is how you write *park*. (Write *park* on the board.) *The children went to the park to ride bikes."*

**Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).**

- In "Skill Phonics Lesson 15," the lesson provides activities to help develop, practice, and reinforce the identification of syllable types and the application of syllable division principles to decode and encode multisyllabic words but lack cumulative review. In the first lesson activity, the students break the word into syllables by drawing a line between the parts of the word. For each syllable, the student writes the letter *v* under each vowel sound. In another activity within this lesson used to practice decoding open syllable words, students use pencil and paper or individual whiteboards and dry-erase markers. The teacher shows a word and asks the students to write it. The students use their writing instruments to break the word into syllables. The final activity in this lesson is to use the practice page Break it up Decoding. In this activity, students break the words into two syllables and underline the vowel. Then the students read both syllables and blend them to read the word.
- The materials include a variety of activities to develop, practice, and reinforce the identification of syllable types and the application of syllable division principles to decode and encode multisyllabic words. For example, in the "Spelling: Multisyllable Words with R-controlled Syllables" lesson, the materials provide word cards. The lesson instructs students to use the word cards to sort them based on their sound pattern (i.e., *er*, *ir*, *ur*). The materials do not provide cumulative review.
- The materials include a variety of resources to develop, practice, and reinforce syllabication skills but lack cumulative review. For example, in "Spelling Closed Syllables," the teacher and students use word cards with words such as *dollar*, *fantastic*, *catnip*, *sister*, *peppermint*, and *letter* to complete a word sort based on if the word is divided between like consonants or different consonants. The materials do not provide cumulative review.

**Materials provide a variety of activities and 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).**

- Materials provide a variety of activities and resources for students to practice decoding and one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) but lack building on previous instruction. In Cycle 9, "Lesson 10 Decoding Multisyllabic Words," students practice decoding two-syllable words that follow the VCCV pattern. In the independent practice, students work on the practice page. Students draw a line between the consonants to decode the word. In Cycle 11, "Lesson 11 Multisyllabic Words," contains a Multisyllabic Words list for students to practice decoding in isolation.
- Materials include decodable readers *The Hero*, *The Mother Cat and Her Kittens*, *Spiders*, *Mitch's Big Fish Tales*, and *Naptime* for students to practice reading multisyllabic words in connected

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decodable texts. Materials include passages for students to decode in connected texts. In the Cycle 9 Passage *Joel and Kay's Best Day*, students practice decoding multisyllabic open-syllable words in connected text. In the Cycle 10 Passage *The Water Cycle*, students practice decoding multisyllabic open-syllable words. In the Cycle 10 Passage *Pet Parade*, students practice decoding multisyllabic closed-syllable words. In the Cycle 11 Passage *The Dirt Detective*, students practice decoding multisyllabic words.

- Materials contain encoding in isolation but lack building on previous instruction. Materials contain Word Bank Cards for each cycle and a teacher resource for suggested uses for word bank cards. Cycles 7–11 Word Bank Cards contain multisyllabic words. One suggested use is Fish for a sentence. In this activity, the teacher draws three word bank cards and writes them on the board. The students must use all three words to make a sentence.
- Materials include decoding and encoding in isolation but lack building on previous instruction. In “Spelling Multisyllable Words with Closed Syllables,” the teacher uses Words Cards and sorts them based on their spelling pattern. The students practice reading words such as *napkin*, *rabbit*, and *sister*. The teacher draws attention to the two consonants found in the middle of the word and points out that since the words end with consonants, it is a closed-syllable word. Students continue to practice reading words in isolation using the suggested words: *ribbon* and *picture*. During independent practice, students write the keywords, *kitten* and *napkin*, across the top of the page and underline them. Then, students choose one Word Card at a time from the stack and write the word in the correct column. The order of the words in the column varies. The teacher monitors and makes sure the words are spelled correctly and placed in the correct column.

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## Indicator 3.C.4

Materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing **morphological awareness**.

1	Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	PM
2	Materials provide direct (explicit) instruction for supporting recognition of common morphemes.	PM
3	Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.	PM
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
5	Materials provide a variety of activities and 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).	M

## Partial Meet | Score 2/4

The materials partially meet the criteria for this indicator. Materials connect some phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.

Materials provide some sequence for introducing some grade-level morphemes, as outlined in the TEKS. Materials provide some direct instruction for supporting recognition of common morphemes. Materials provide some direct instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. Materials incorporate activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide activities and 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).

Evidence includes but is not limited to:

**Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.**

- The grade 2 program begins with less complex morphology lessons and progresses to more complex lessons, as outlined in the TEKS. Students begin learning compound words in Cycle 7, Lesson 13. Then in Cycle 9, students begin learning inflectional endings. Cycle 9, Lesson 13 teaches base words and inflected ending *-s*. Cycle 9, Lesson 15 teaches base words and inflected ending *-ed*. Cycle 10, Lesson 3 teaches base words and inflected ending *-ing*. Cycle 11, Lesson 5 teaches students to change the *-y* to *-i* before adding inflectional endings *-ed* or *-es*. Cycle 11, Lesson 1, students are introduced to the prefixes *pre*, *re*, *un*, *mis*, and *dis*. In Cycle 11, Lesson 10,

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students are introduced to contractions. Materials are missing a lesson on the inflected ending *-es* and *-est*, which are in the grade 2 TEKS.

- Morphology lessons in grade 2 include inflected endings *-ing* and *-ed*, and prefixes *mis-*, *dis-*, *un-*, and *re-*. Suffixes *-less*, *-ful*, *-y*, and *-ly* are also included. The lessons on morphemes build upon prior learning. This is evident because in grade 1, students learned the prefixes *un-* and *re-*. In grade 2, students review those same prefixes and add knowledge of the use of additional prefixes such as *mis-* and *dis-*. Lessons on inflected endings *-s*, *-ing*, and *-ed* are the same ones used in grade 1 since Cycles 5–10 overlap both grade 1 and grade 2.

### Materials provide direct (explicit) instruction for supporting recognition of common morphemes.

- Materials provide direct (explicit) instruction for supporting recognition of common morphemes. In Cycle 9, “Lesson 13 - Inflected Ending *-s*,” students practice decoding words with the inflected endings *-s*. The teacher begins the lesson by teaching students how to decode words with inflected ending *-s*, as in *jumps*. The teacher writes the word *jump* on the board and says, “We add the letter *s* to the end of the word *jump* (add to word) to make the new word, *jumps*. *Jumps* ends with the sound /s/ - *jumps*. He *jumps*.” Materials are missing explicit instruction on inflected ending *-es* and *-est* which are in the grade 2 TEKS.
- Materials provide direct (explicit) instruction for supporting recognition of common morphemes. In Cycle 9, Lesson 14, students learn to decode words with inflected ending *-ing*. This lesson follows the gradual release of responsibility model. The lesson begins with the teacher showing the word *kicking* on a sentence strip. The teacher is prompted to say, “Look at the word *kicking*. I can fold back the ending *-ing* and *kick* is left. Now, I unfold it to see the whole word...*kicking*.” The teacher repeats the same steps using the words *sailing*, *dumping*, *asking*, *peeking*, and *sleeping*. Materials are missing explicit instruction on inflected ending *-es* and *-est* which are in the grade 2 TEKS.
- The program includes direct (explicit) instruction on specific morphemes. For example, in Cycle 11, “Lesson 2 – Suffixes: *ful*, *ly*, *less*, *er*, *or*,” the teacher begins with “How do you feel when someone does something nice for you, like clean your room? Allow students to answer. I know I would be very thankful if someone cleaned my room for me. *Thankful*. Let’s take a closer look at that word. Write *thankful* on the board. Look at this. Cover ‘*ful*’ with your hand or a sheet of paper. What word is at the beginning of *thankful*? (thank) Yes, *thank*. The group of letters at the end of the word, *f-u-l*, are added to the end of the word *thank* to add more meaning to the word. We call a group of letters like *f-u-l* a suffix. A suffix is a letter, or group of letters, that is added to the end of a word. A suffix adds more meaning to the sentence and changes how a word is used in a sentence. A suffix can change the meaning of the base word too. The suffix *ful* means full of. *Ful* added to *thank* means full of thanks. I was very thankful that someone cleaned my room.” This continues with other suffixes (*ly*, *less*, and *er*). Materials are missing explicit instruction on inflected ending *-es* and *-est*, which are in the grade 2 TEKS.

### Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.

- Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding reading comprehension but do not include encoding. Materials provide explicit instruction on prefixes. In Cycle 11, “Lesson 1 - Prefixes: *pre*, *re*, *un*,

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*mis, dis,*” the teacher begins by introducing the prefix *dis*. The teacher says, “A prefix is a group of letters attached to the beginning of a word. A prefix changes the meaning of the word. If we have the word *like* and we add the prefix *dis* to make the word *dislike*, what do you think the prefix *dis* means? The prefix *dis* means *opposite*, and when it is added to the word *like*, it changes the meaning of the word to *the opposite of like*.”

- The materials provide clear, direct lessons on morphemes with scripted language that emphasizes word meaning. In Cycle 11, Lesson 5, students learn the meaning of inflected endings *-es* and *-ed*. The teacher script provides direct instruction on teaching how the word meaning changes once the ending is added, “If I want to say that I have more than one berry, I need to change the word *berry* to what? *Berry* needs to be changed to the word *berries*. *Berries* is the plural form of the word *berry*. Plural means more than one.” and “Sometimes we might need to put the verb in the past tense. Look at what we have to do to put the word *spy* in the past tense. *Spied*. *Kelly spied on her brother yesterday*. The verb *spy* can become *spies* and *spied*. Let’s try this with other verbs that end in a consonant followed by a *y*.”

**Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).**

- Materials provide activities and resources for students to decode morphemes in decodable connected text. They do not have consistent cumulative review. For example, in the Cycle 9 Passage, *Going on a Ride*, students practice reading inflected endings *-s*, *-ed*, and *-ing* in words such as *rocked*, *screaming*, *flasking*, and *times* in a fictional narrative about a theme boat ride. In the Cycle 9 Decodable Reader *Mitch’s Big Fish Tales*, students practice decoding inflected endings *-s*, *-ed*, and *-ing* in words such as *tales*, *fishing*, and *stretched*.
- The materials provide a variety of activities and resources to practice morphological awareness skills. They do not have consistent cumulative review. For example, grade 2 lesson materials provide cloze sentences in which students fill in the blank with the correct spelling of the word. In Cycle 10, Lesson 3, students double the final consonant and add *-ing* (e.g., *The skates are not \_\_\_\_\_ on his feet. the base word provided is fit*).
- The materials provide a variety of activities and resources to cumulatively reinforce morphological awareness skills. For example, grade 2 materials provide decodable passages that reinforce decoding of words from previous lessons (e.g., *Pet Parade* found in Cycle 10 includes words such as *clapping*, *hopping*, *dresses*, etc.).
- Materials provide activities and resources for students to decode morphemes in decodable connected text. They do not have consistent cumulative review. Cycle 11, “Lesson 1 – Prefixes: *pre, re, un, mis, dis,*” says, “Now that you have learned about prefixes, let’s practice reading some words and sentences with prefixes.” The teacher divides students into pairs and distributes Prefix Practice to each pair, “As you read these sentences, circle any prefixes you find. When you finish reading, we will discuss the meaning of the words with the prefixes.” The teacher allows students time to read the sentences and circle the prefixes. Then they discuss the definitions of the words with prefixes and how the prefix changes the meaning of the word. Some examples of the Prefix Practice are *Carter felt very unlucky when his baseball team lost the eighth game in a row. We never disobey our parents. We had to rename our school last year.*

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Materials provide a variety of activities and 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).

- Materials provide resources for students to decode morphemes in decodable connected text. For example, in the Cycle 10 Decodable Reader *The Hero*, students practice decoding inflected endings *-er*, *-est*, *-ed*, *-s*, and *-ing*. In the Cycle 10 Passage *The Strange Noise*, students practice decoding inflected endings *-s*, *-es*, *-ed*, and *-ing*.
- Materials provide resources for students to encode words with morphemes in isolation, for example, in Cycle 11, “Lesson 1 Prefixes: *pre*, *re*, *un*, *mis*, *dis*.” The teacher distributes whiteboards and markers to the students. The teacher says, “Now that we have learned how to read words with prefixes, let’s spell them. The first word I want to spell is *unsafe*.” Students practice spelling the words: *rename*, *misbehave*, *preheat*, and *disagree*.
- Materials provide resources for students to encode words with morphemes in decodable connected texts. In “Spelling 1C Lesson 3,” during the guided practice, students have to fill in the blank in a sentence with the correct prefix. For example, *Before baking the cake, Mom has to the oven. (preheat)*. During the independent practice, students choose ten words and for each word, write a sentence using the word.
- For grade 3, the “Istation Reading Curriculum Correlated to the Texas Knowledge and Skills for ELA and Reading” chart indicates that the titles for fiction stories to use are “Camping,” “Mitch’s Big Fish Takes,” “Going on a Ride,” and “Naptime.” Additionally, the lessons provide a list of the words to use when introducing prefixes and suffixes. For example, Cycle 9, Lesson 14 includes the word list *sailing*, *dumping*, *asking*, *peeking*, and *sleeping* to be utilized when introducing words with inflected ending *-ing*. The “Folding Fun” page that is included in the lesson also provides a passage to read the lesson words in context.

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## Indicator 3.D.1

Materials provide frequent opportunities for students to practice and develop **word reading fluency**, by using knowledge of grade-level phonics skills to read **decodable connected texts** with accuracy and automaticity.

1	Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson.	PM
2	Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).	M
3	Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.	M

## Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials provide some opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.

Materials include some practice with word lists and practice with decodable connected texts in the lessons. Materials do not include embedded modeling and practice with decodable phrases/sentences or connected text. Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.). Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.

Evidence includes but is not limited to:

**Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson.**

- The lesson plans include explicit modeling and demonstration of skills with word lists but do not contain decodable phrases/sentences or decodable connected texts for modeling. For example, in Cycle 3, Lesson 19, students decode real and nonsense words with ending blends /-nd/ and /-nt/. The lesson guides the teacher to print the lowercase and capital letter cards for Cycles 1–3 to create words in the lesson. The teacher uses the letter cards to model blending the sounds to read the word. During guided practice, students build and blend new words using the letter cards. The lesson provides a list of words to use as students continue to practice blending sounds to read words (*sent, ant, pant, tint, mint*). During independent practice, the teacher calls on students individually to read the words that end in /-nt/ or /-nd/.
- Materials include embedded word reading fluency practice with word lists and decodable connected texts. The materials do not include practice with decodable phrases and sentences. Materials include “Skill Word Lists” for each cycle. The Cycle 8 word list contains r-controlled vowels (*ir, ur, er, ire, ure*) and digraphs (*sh, th, ng*). Materials include “Suggested Uses for Skill Word Lists” in the Teacher Resources. The suggested uses are Highlighting, Category Replication, Spelling Lists, Webbing, and Reverse Webbing. The materials provide guidance for Highlighting, “The teacher provides copies of the decodable words category from the Skill Words list for each

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student. Students search through the list for particular spelling patterns, blends, word endings, etc. When they find the particular item, they use a highlighter to highlight it.”

- Materials contain decodable readers for students to decode in connected text. In the fiction book *The Not So Great Skunk Adventure*, students practice digraphs and r-controlled vowels. Materials contain decodable passages. The materials provide an “Istation Books and Passage” document that states what books go with which cycle, but they are not assigned to specific lessons.

**Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.).**

- Materials provide practice activities for word reading fluency in guided small groups. In “Skill: Phonics, Lesson 43,” students decode words and add beginning blends with long vowel patterns to create new words. For students requiring more instruction and practice, during the Reteach part of the lesson, the teacher works with students in small groups of three. In small group, the teacher frequently models, touching, saying, and blending the sounds.
- Materials provide practice activities for word reading fluency in a whole group and small groups. The “Teacher Resources” document states that if 2/3 (66%) of the students in one class are struggling with a specific skill, the Teach and Guided Practice may be presented in whole group. The teacher should continue to practice the skill with small groups while closely monitoring responses. As indicated in “Teacher Resources,” the teacher must modify lessons according to student needs.
- Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.). In Cycle 8, “Decoding -er, ir, ur,” students practice using Bossy R words in context. The lesson contains a “Reteach” section that says, “For students requiring more instruction and practice. Note: Provide explicit instruction with modeling and guided practice in small groups. Break the task down by following these steps.” For independent practice, the teacher distributes the Change One Letter page and says, “Now it’s your turn. Do this page just as we have done the examples together. Write the correct word on the line. Be ready to read your sentence aloud to me.”
- Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.). Materials include “Skill Word Lists” for each cycle. Materials include “Suggested Uses for Skill Word Lists” in the Teacher Resources. The suggested uses are Highlighting (individual student practice), Category Replication (small group), Spelling Lists, Webbing (small group or whole class), and Reverse Webbing (small group or whole class).

**Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.**

- Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence. Materials provide an “Istation Books and Passages” document linked in the Istation Program Guide For TEA slides and on the Istation website by using the search bar and typing “decodable” or clicking on the search filter “book” on the left side. For example, students may practice phonics skills by reading decodable books such as *Just in Time* and *The Dunes* in Cycle 6 to practice the skill of decoding word patterns that contain long vowels

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*i* and *u*. Although decodable books and passages are available, the lessons do not specifically state which decodable reader to use with which lesson.

- This document includes a list of the books in each Cycle, and the Skill taught within the book. For example, Cycle 7 contains *At the Farm*, which focuses on r-controlled vowels (*ar, are, or, ore*). The Istation Books and Passages document is aligned to the phonics scope and sequence. The Scope and Sequence shows that words with R- Controlled Vowels are taught in Cycles 7–9 with /ar/ spelled *ar, are*; /or/ *or, ore* in Cycle 7, /ir/ spelled *er, ir, ur, ear* in Cycle 8; and /ir/ spelled *ear, or* in Cycle 9.

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## Indicator 4.1

Materials include developmentally appropriate **diagnostic tools** (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.

1	Materials include a variety of diagnostic tools that are developmentally appropriate.	PM
2	Materials provide clear, consistent directions for accurate administration of diagnostic tools.	M
3	Materials include data-management tools for tracking individual and whole-class student progress.	M

## Partial Meets | Score 1/2

The materials partially meet the indicator for this indicator. Materials include some developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.

Materials include some diagnostic tools that are developmentally appropriate. Materials provide clear, consistent directions for accurate administration of diagnostic tools. Materials include data-management tools for tracking individual and whole-class student progress.

Evidence includes but is not limited to:

### Materials include a variety of diagnostic tools that are developmentally appropriate.

- Materials include built-in assessments in the online program. Istation's Indicators of Progress (ISIP) integrates computerized adaptive testing that reflects the reading ability level of each student and measures growth over time. Materials include ISIP subtests that are administered to each student at the beginning of each month. The ISIP can be given more or less often if desired. The subtests given depend on the grade level. The second-grade subtests are Vocabulary, Reading Comprehension, Spelling, Text Fluency, and Oral Reading Fluency. Materials are lacking phonological awareness or phonics subtests.
- Each student begins the school year by taking an assigned set of assessments based on his or her grade level. More or less challenging assessments are added based on the student's estimated overall reading ability score. In grade 2, the subtests include Vocabulary, Reading Comprehension, Spelling, Text Fluency, and Oral Reading Fluency. The initial grade 2 ISIP assessment does not include phonics or phonological awareness subtests. Based on the student's initial ISIP, less rigorous subtests may be offered during subsequent assessments. In Vocabulary, there are two types of items used to measure a student's knowledge and to evaluate both the upper and lower bounds of this knowledge. In the first item type, four pictures appear on the screen. The student is asked to identify the picture that best illustrates a word pronounced by the narrator. In the second item type, four words appear on the screen. Each of the four words is spoken by the narrator. The student is asked to identify which word has a meaning that is the same as or similar to a word pronounced by the narrator. In Spelling, the goal is to determine if a student is developing fully specified orthographic representations of words. For each item, an array of letters appears on the screen, and the narrator asks the student to spell a specific word using those letters. In Text Fluency, students are assessed on

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their ability to read text with meaning in a specified period of time.

## Materials provide clear, consistent directions for accurate administration of diagnostic tools.

- The materials provide an Assessment Day Script. This provides guidance to help the teacher efficiently administer the assessment. The script helps ensure consistent and standardized administration across examiners. For example, the script prompts the teacher to say, “Today, we will be using the computer to play some games that will assess your skills in reading. It is important that you listen carefully, follow the instructions, and do your very best. This is a test, so keep your eyes on YOUR computer. Work as quickly as possible without guessing. If you need help, raise your hand.” Additionally, the directions recommend how and where to begin. The script prompts the teacher to pass out login cards and model the login steps on the computer. As stated in the script, the teacher says, “Let’s get started. In the first blank box, type your user name. In the second blank box, type your password. Put your headphones on and click OK.” The directions continue to clearly specify when to move to the next task and when to discontinue the assessment. The script states, “If students need assistance or must take a break, FIRST press the Pause key on the keyboard. Failure to pause will result in the assessment continuing to run while assistance is being provided. When the student is ready to return to the assessment, press the Pause key again.”
- Materials provide clear, consistent directions for accurate administration of diagnostic tools. Materials state an ISIP assessment is given automatically each month. Additional On Demand assessments can be given at any time during the school year. Teachers can assign assessments to individual students at the Istation website at [www.istation.com](http://www.istation.com). The student logs in to the assessment, and it is automatically administered.
- Materials provide a Teacher and Lab Manager Preparation Manual. The manual contains Administration Guidelines for the online assessments. The first guideline is, “Orient the student to the assessment area and explain the assessment process and the setting before the test is begun. Encourage a positive attitude toward the test.” The manual instructs the teacher to say, “SAY Today we will play some reading games on the computer that will show how well you are learning to read. Smart Alex Treebeack and his friend Batana White will help you. It is important that you listen carefully, follow the instructions and do your very best!” The manual provides information on each assessment and what the teacher should expect.
- The materials include detailed information that supports the teacher’s understanding of the diagnostic tools in the curriculum and the scoring procedures. On the Istation Website, under the header toolbox, there is information for the teacher on the ISIP assessment in regard to pillars of reading that are assessed by grade. This page explains that ISIP is computer adaptive with questions that range from easy to hard for each subtest that adjusts the level of difficulty based on how students are responding to the questions. There is additional information on the national norms and ability index that are a part of the student assessment. The ISIP Early Reading Technical Manual provides teachers with information in regard to the ISIP assessment in the areas of The Need to Link Early Reading Assessment to Instructional Computer Adaptive Testing, ISIP Early Reading Assessment Domains, ISIP Early Reading Items, ISIP Early Reading Subtests, Description of Each Subtest and Understanding ISIP Early Reading Scores.

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**Materials include data-management tools for tracking individual and whole-class student progress.**

- The materials include online reports that document individual and whole-class data regarding progress on taught phonological awareness and phonics skills. The ISIP Early Reading Technical Manual provides descriptions of the different reports in the materials. Because scoring is done automatically, the teacher can retrieve individual and class reports to determine what additional instruction is needed as soon as students complete the assessment.
- The data management tools help teachers understand the data and how to use it to track student progress. For example, the program color codes student data by level of mastery and suggests multi-tiered supports for student progress. For example, the program color codes student data by level of mastery and suggests multi-tiered supports for student progress. Tier 1 performance is depicted by green, Tier 2 yellow, and Tier 3 red.
- Materials include data-management tools for tracking individual and whole-class student progress. Teachers are able to access the reports online.
  - The Skill Growth Reports show each skill assessed and the progress made by the students through the current month as they mature against performance goals. Teachers can customize the report for Phonemic Awareness or Alphabetic Decoding.
  - The Priority Report alerts teachers of students who need additional support and provides lessons based on demonstrated weaknesses.
  - The Student Summary Handout provides performance data from the most recently completed ISIP assessment.
  - The Standards Report groups the standards that relate to each ISIP skill and provides actionable steps to help improve each skill.
  - The Classroom Summary Report shows the performance data from the most recently completed ISIP assessment.
- The Istation's Indicators of Progress (ISIP) Early Reading Technical Manual and the Istation website, under the tab reports, have a visual of each report that can be printed and a few sentences explaining the purpose of the report. The reports are titled Summary, Skill Growth, Skill Growth by Tier, Tier Movement, Distribution, Priority, Student, Summary Handouts, Lexile Trend, Rate of Improvement, Classroom Summary, and Standards Report. These programs have a color coding system based on student performance. The green "get help" question mark at the top right of the page gives additional information and videos to explain in more detail what you are currently viewing on the website/webpage.

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## Indicator 4.2

Materials include integrated **progress monitoring** tools, with specific guidance on frequency of use.

1	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills.	PM
2	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	DNM

## Partial Meets | Score 1/2

The materials partially meet the criteria for this indicator. Materials include some integrated progress monitoring tools, with specific guidance on frequency of use.

Materials include some progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills. Materials do not include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

Evidence includes but is not limited to:

**Materials include progress monitoring tools that systematically and accurately measure student's acquisition of grade-level skills.**

- The materials include progress monitoring tools such as ISIP, which contains various subtests such as phonemic awareness, alphabetic decoding, spelling, vocabulary, reading comprehension, and fluency. This tool routinely and systematically assesses students' acquisition of grade-level skills at the beginning of every month. For example, in grade 2, ISIP provides continued monitoring of students' decoding abilities because struggling students may still have difficulty in this area. Reading fluency is critical through grade 2 since students must make strong growth in this skill to maintain grade-level reading proficiency. Also, continued growth in spelling, vocabulary, and reading comprehension should be measured.
- Materials include built-in assessments on the online program. ISIP integrates computerized adaptive testing that reflects the reading ability level of each student and measures growth over time. These assessments can be used for progress monitoring. Materials state an ISIP assessment will be given automatically each month. Additional On Demand assessments can be given at any time during the school year. Teachers can assign assessments to individual students at the Istation website at [www.istation.com](http://www.istation.com). The student logs in to the assessment, and it is automatically administered.
- The materials do not recommend embedded systematic observations of students' everyday activities and interactions to track progress and assess skills in authentic situations. The materials do not contain guidance on noticing and tracking students' demonstration of syllabication during authentic situations such as read-alouds, songs, games, or centers. The materials do not include checklists for documenting progress and observational forms for anecdotal notes regarding specific phonological awareness or phonics skills observed during literacy centers, small group instruction, writing workshops, and other daily activities. At the end of a few lessons, the general Teacher Observation Page contains an Observation chart for

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teachers to make anecdotal notes about reading behaviors, skills, strategies, and needs or to take a short running record of reading accuracy.

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

- ISIP Early Reading provides monthly assessments of early reading skills. Assessments can be run more frequently by teacher assignment on the Istation website at [www.istation.com](http://www.istation.com). The materials do not guide teachers to monitor progress for age and for skill development.
- Materials state an ISIP assessment can be given each month, but it does not give guidance on the frequency of progress monitoring based on students' strengths and needs. For example, if a student logs in on September 1st, an ISIP assessment will be given, but if the student doesn't log in until September 15th, an ISIP assessment will still be given because it is the first time the student has logged in for the month. This schedule results in 8–12 automatic assessments per year, depending on the length of each district's school year. Additional On Demand assessments can be given at any time during the school year. The Student Detail report displays information about student performance by skill. Each skill is broken down into the specific activities where the student received instruction. Clicking on available tabs provides further detailed information for specific skills.
- On Demand assessments can be given at any time during the school year, but there is no specific guidance on determining frequency based on a student's strengths and needs. Teachers can assign assessments to individual students at the Istation website at [www.istation.com](http://www.istation.com). The student logs in to the assessment, and it is automatically administered.
- The materials include suggested timelines for checking progress that align with the TEKS and the scope and sequence of the materials, which is considered formative/summative assessment and not progress monitoring.

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## Indicator 4.3

Materials include guidance for teachers to **analyze and respond to data** from diagnostic tools.

1	Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.	M
2	Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data.	M
3	Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.	M

## Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs. Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.

Evidence includes but is not limited to:

### Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.

- ISIP Early Reading delivers a real-time evaluation of results and immediate availability of reports on student progress upon assessment completion. Assessment reports automatically group students according to the level of support needed as well as skill needs. Data is in both graphical and detailed numerical format on every measure. Reports provide summary and skill information for the current and prior assessment periods that can be used to evaluate curriculum, plan instruction and support, and manage resources.
- The assessment tool results in data to be analyzed and interpreted. The color coding of both class and individual student reports and the way in which they are laid out in bar graphs and charts help teachers to determine student areas of strength and growth to help with instructional/intervention planning. Istation has defined a three-tier normative grouping to guide educators in determining the level of instruction for each student.
  - Tier 1 (above the 40th percentile) students are on track and performing at grade level. This tier is color-coded in green.
  - Tier 2 (between 21st and 40th percentile) students are at some risk, are performing moderately below grade level, and are in need of intervention. This tier is color-coded in yellow.
  - Tier 3 (20th percentile and below) students are at risk, are performing seriously below grade level, and are in need of intensive intervention. This tier is color-coded in red.
- Materials include an *Istation's Indicators of Progress (ISIP) Early Reading Technical Manual* that provides support to teachers and explains all the assessments and how to understand the data.

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A visual of each report is available, along with a description/explanation of each report and how the report can be utilized to guide instruction/intervention. In the manual, Chapter 3 is about using and interpreting ISIP ER Reports. In Chapter 3, teachers find information on understanding ISIP Early Reading Scores, using and interpreting ISIP Early Reading Reports, and navigating the reports. Teachers find information about accessing downloadable lessons.

- Teachers access reports online. The Skill Growth Reports show each skill assessed and the progress made by the students through the current month as mature against performance goals. The Priority Report alerts teachers of students needing additional support and provides lessons based on demonstrated weaknesses. The Standards Report groups the standards that relate to each ISIP skill and provides actionable steps to help improve each skill.

**Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data.**

- The data-management tools allow teachers to color-code or organize student data to differentiate phonics instruction and easily group students according to assessment results. Istation materials provide various reports that teachers may use to help plan their core phonics instruction. For example, the Summary Report shows the number and percentage of students at each of three instructional tiers: Tier 1 — no risk (above the 40th percentile), Tier 2 — some risk (between the 21-40th percentile), and Tier 3 — at risk (20th percentile and below). Additionally, the teacher may also use the Skill Growth Report to monitor the progress made by the students through the current month as measured against performance goals. The teacher has the option to look at specific phonics skills, such as alphabetic decoding and letter knowledge to gain a better understanding of the areas of needed improvement for each student. The Priority Report is also available to teachers and helps identify the skill weaknesses of students.
- Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. Materials include a Priority Report that alerts teachers of students needing additional support and recommends teacher-directed lessons based on demonstrated weaknesses. The lessons are listed on the report, along with the difficulties the student had with the identified skill or skills. Additional teacher-directed plans of instruction and downloadable lessons and materials are in the Teacher Resources section of the Istation Reports website.
- The materials include teacher guidance for differentiating instruction based on the students' demonstrated understanding of specific phonological awareness or phonics skills. In the document Early Reading Istation Teacher Resource Lessons ISIP Phonological/Phonemic Awareness, there is a chart labeled Procedure for Managing Teacher Resource Lessons. The chart guides teachers to review student data using ISIP Reports and establish small groups. For Tier 1 students, administer the Tier 2 versions of the focus skill based on the ISIP report/small group to ensure proficiency. From the group of lessons, select the lesson that best meets the needs of each small group. After teaching each lesson, teachers chart the progress of students. If a student has difficulty with the lesson that was chosen, then deliver the Tier 3 version. If a student demonstrates mastery at that particular level of instruction, then deliver the next appropriate lesson, advancing toward the most sophisticated skill.

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**Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.**

- Materials provide a variety of research-based student resources that teachers can choose from to respond to student data. For example, the materials provide Priority lessons that provide interventions for certain skills. The materials may include games or word sorts.
- The Priority Report is available to teachers and helps identify skill weaknesses for students. Teachers can access recommended teacher-directed lessons by clicking links to lessons under the Recommended Teacher-Directed Lessons headings on the Priority Report. Additional teacher-directed plans of instruction and downloadable lessons and materials are available in the Teacher Resources section of the Istation Reports website. The materials included in the teacher-directed plans provide a variety of research-based student resources that teachers can choose from to respond to student data. For example, in grade 2, teachers may be prompted to use the “Phonics: Final Consonant Trigraphs” lesson if the student data shows that is an area of weakness. In this lesson, the teacher provides direct instruction of phonics concepts with the use of Word Cards, Cloze Story, and Cloze Sentence Chart. The lesson also provides a T-chart that lists words that contain the consonant digraph and words that do not contain it.
- Materials provide a variety of research-based student resources that teachers can choose from to respond to student data. For example, in the lesson plan “Phonics – Lesson 63 Complex Word Families,” direct teacher-guided instruction is provided by the teacher. During guided practice, “Around the World” is played by students and teachers. In the Reteach section (for students requiring more instruction and practice), the teacher and students read the rhymes from the sheet Complex Word Family Rhymes together. The teacher asks students to highlight the words that rhyme in each selection. The teachers list the words that the students highlighted on the board and have students underline the word family in each word. They encourage students to brainstorm additional rhyming words and have them write the new words on their paper or on the board.
- Materials provide a variety of research-based student resources that teachers can choose from to respond to student data. On the homepage, it shows that teachers can utilize the Priority Report as it alerts teachers of students needing additional support and provides lessons based on demonstrated weaknesses.

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## Indicator 5.1

Materials include **guidance, scaffolds, supports, and extensions** that maximize student learning potential.

1	Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.	PM
2	Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills.	PM
3	Materials provide enrichment activities for all levels of learners.	PM

## Partial Meets | Score 1/2

The materials partially meet the criteria for this indicator. Materials include some guidance, scaffolds, supports, and extensions that maximize student learning potential.

Materials provide some targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. Materials provide some targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills. Materials provide some enrichment activities for all levels of learners.

Evidence includes but is not limited to:

**Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.**

- Materials include some guidance for scaffolding instruction and differentiating activities based on targeted areas that students have not yet mastered. Materials include a Reteach section within the lessons. It provides extra modeling and practice within a small group setting, not differentiated activities. For example, in Cycle 9, “Digraph *th*,” there is a Reteach section that states, “For students requiring more instruction and practice. Note: Provide explicit instruction with modeling and guided practice in small groups. Guide students’ fingers as they move the counters into place in the Elkonin boxes while identifying where /th/ sound is in words and the other sounds/letters in words. Have students watch your lips. Praise students frequently.”
- Materials include some guidance for scaffolding instruction and differentiating activities based on targeted areas that students have not yet mastered. In “Lesson Plan Phonics Lesson 63 Complex Word Families,” a reteach section is included (for students requiring more instruction and practice). It says, “Read the rhymes from Complex Word Family Rhymes together. Ask students to highlight the words that rhyme in each selection. List the words that the students highlighted on the board and have students underline the word family in each word. Encourage students to brainstorm additional rhyming words and have them write the new words on their paper or on the board.”
- The materials do not include research-based guidance that supports teachers in understanding developmental continuums across foundational phonics skills. Materials include some guidance for scaffolding instruction and differentiating activities based on targeted areas that students

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have not yet mastered. For example, after students complete their initial placement assessment, teachers have access to the Priority Report, which lists the areas that students have not yet mastered. In this report, the teacher finds suggestions for skills that need to be retaught. These suggested lessons are titled Recommended Teacher Directed Lessons. For a student struggling with spelling patterns, the teacher may be prompted to deliver the lesson titled “Istation Teacher Resource Lessons ISIP—Spelling,” where students receive instruction and practice with various spelling patterns, including vowel diphthongs, inflected endings, silent *e*, and phonetic spelling of three phoneme words. Furthermore, the materials include differentiated instructional approaches. The lesson includes resources such as Letter Cards and Practice Pages to differentiate instructional approaches.

- Materials do include an online program that personalizes learning based on the student’s score and ability on the ISIP assessment. If needed, the online learning goes back and has lessons and games to review previous learning that has not been mastered. In addition, teachers can assign certain digital activities to students based on their learning needs.

**Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills.**

- The Istation student digital learning app is based on how the students do on the monthly ISIP assessment so that the online learning is personalized. Students that score well on the monthly ISIP assessment may be placed in higher-level learning experiences (Cycle Lessons beyond what other students are working on) on the app, which is seen more as moving on in content instead of enrichment and extension of current skills. As stated in the parent ISIP letter, “Based on assessment results, students then receive instruction based on their individual needs through Istation’s online interactive curriculum. The interactive reading curriculum provides instruction and practice in all of the critical reading areas. Students receive this instruction in a fun, animated format that motivates students to learn.”
- Materials do not include guidance for teachers on including targeted instruction and activities for students who have mastered grade-level foundational phonics skills. The computer component of the program continues to advance students through lessons and cycles as students show mastery of the skills; however, the lessons do not include recommendations on upward scaffolding to support the extension and application of learning. The online materials include a variety of student activities that can be assigned based on the achievement of students’ grade-level mastery of phonics skills. For example, the teacher can assign specific assignments for students to explore new learning independently. Under “Classroom,” teachers have the option to select “Assignments.” The teacher may create an assignment for the selected students to do independently. For example, the teacher may assign additional lessons to extend and explore new learning through lessons such as “Rhyming Ralph,” “Clapping Clara,” “Magically Miss Mousely,” or “Tab.” Additionally, books may also be assigned to students under “Assignments.” These books support the extension and application of learning. For example, after students have learned about short *a* and short *i*, the teacher may assign books such as *Pip and His Lips* or *Tim and Sam*.

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**Materials provide enrichment activities for all levels of learners.**

- Materials provide some enrichment activities for all levels of learners in foundational phonics skills as activities such as word sorts and games that are not differentiated but rather played based on current phonics skills and one level of learners. For example, the Word Masters Card Game is designed for students to spell words using taught phonics skills. The game includes cards illustrated with a letter or letter combinations and characters called the Fantastic Phonics. The card deck contains current/previous phonic skills and can begin after Cycle 3 through Cycle 10. Students draw five cards and try to form words from the cards they have. Each word formed scores a point. If the player cannot form a word, they draw a card from the deck. The game ends when the player has no remaining cards in his or her deck or cannot spell a word with the cards in his or her hand
- Materials provide enrichment activities for all levels of learners in foundational phonics skills. For example, grade 2 materials provide extension activities like Writing Extension 28: “Earth, Rocks, and Soil.” With this activity, students write an e-mail message to an electronic pen pal who lives on a distant ice planet. The materials include a short mini-lesson on Greek suffixes as well. Writing extension activities are not foundational literacy activities.

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## Indicator 5.2

Materials include a variety of **instructional methods** that appeal to a variety of learning interests and needs.

1	Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.	M
2	Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).	M

## Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include a variety of instructional methods that appeal to a variety of learning interests and needs.

Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).

Evidence includes but is not limited to:

**Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.**

- Materials engage students in mastery of the content through developmentally appropriate instructional approaches. For example, lessons include teacher modeling or “thinking aloud” about a new concept. In Cycle 9, Lesson 14, on inflected ending *-ing*, the teacher models and explains how the ending changes the tense of the verb. The lesson script says, “Listen and repeat: *I jump. I am jumping.* (pause) *I ask. I am asking.* (pause) *We read. We are reading.* (pause) *He helps. He is helping.* (pause) *They pack. They are packing.* (Write *kick* on the board) We add the ending *-ing* to *kick* (demonstrate). Now it says *kicking*. *Kicking* ends with the sound /ing/ - *kicking*. /ing/ means it is happening now. I am kicking the ball.”
- Materials engage students in mastery of the content through developmentally appropriate instructional approaches. Lessons include hands-on materials such as letter cards and sticky notes for the teacher and student to not only verbally explain and experience the learning but also to have hands-on materials to see and explore the new phonics skill being learned. Cycle 6, “Lesson 6 Read & Spell Words with Short Vowel Sounds,” uses American Sign Language hand signs for alphabet letters to practice decoding and blending. The teacher says, “Watch me as I make hand signs for each letter in *map*.” The lesson instructs the teacher to “Model how to make the hand sign for the letter *m* while saying /mmm/. Then make the hand sign for the letter *a* while saying /aaa/. Then make the hand sign for the letter *p* while saying /p/. Then repeat the whole word, *map*.”
- Materials engage students in mastery of the content through a variety of instructional approaches. For example, in Cycle 11, “Lesson 8 – Variant Vowel /öö/,” students use the Secret Word handout and Word Choice handout to decide whether the underlined word makes the /öö/ sound. Additionally, students engage in a kinesthetic activity in this lesson that involves

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using a thumbs up if the /ōō/ sound is heard in the word dictated by the teacher. Furthermore, the teacher uses individual word cards that students sort into two piles. One pile is for words that make the /ōō/ sound, and one is for words that do not make the /ōō/ sound.

**Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).**

- Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one). Materials provide independent practice activities after the teach and guided practice within each lesson as part of the gradual release model. Materials contain suggestions for reteaching within the lessons for small group. Cycle 8, “Lesson 2 Segmenting and Blending Sounds /th/” contains a reteach section that notes, “for students requiring more instruction and practice. Note: Provide explicit instruction with modeling and guided practice in small groups.” Materials do not contain center activities, one-on-one activities, or leveled activities (below, on-level, and advanced).
- Materials support a variety of instructional settings. For example, in Cycle 9, “Digraph *th*,” I Do part of the lesson, the teacher explicitly teaches digraph *th* whole group by having students listen to words and identify the location in the word of the *th* sounds and then models finding digraph *th* in a word written on the board and explains the two letters make one sound takes place in a whole group setting. The Reteach part of the lesson takes place with the teacher providing additional explicit instruction with modeling and guided practice in small groups. During the You Do section of the lesson, students independently identify and highlight the digraph *th* in words found in sentences such as *He hurt his hand on a thin thorn. Thad is on his fifth math page.* Then students are to read the sentences to a partner.
- Materials support a variety of instructional settings. For example, the core lessons are for the whole group. Suggestions are provided for small group activities during guided practice or independent practice. Lesson plans contain a “Reteach” lesson component. For example, in Cycle 11, “Lesson 8 – Variant Vowel /ōō/,” the teacher begins core instruction in a whole group setting, then, in guided practice, the students use the Secret Word Handout to decide whether the underlined word makes the /ōō/ sound. The teacher models and guides the students as they complete the activity. The lesson component labeled “Reteach” instructs the teacher to provide explicit instruction with modeling and guided practice in small groups. Lastly, in independent practice, students practice reading and identifying words that make the /ōō/ sound on their own. The teacher is instructed to annotate the progress observed.

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## Indicator 5.3

Materials include supports for **Emergent Bilinguals** to meet grade-level learning expectations.

1	Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).	DNM
2	Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.	DNM

## Does Not Meet | Score 0/2

The materials do not meet the criteria for this indicator. Materials do not include supports for Emergent Bilinguals to meet grade-level learning expectations.

Materials do not include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS). Materials do not encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.

Evidence includes but is not limited to:

**Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).**

- Materials do not include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the ELPS. Materials provide an ELPS correlation guide showing how activities in the program align to listening, speaking, reading, and writing, but activities are not tiered for various levels of English language proficiency. Lessons do not have any information in regard to teaching and scaffolding for Multilingual Learners (MLs). The only item located for use with MLs was a document titled Suggest Use for Vocabulary category cards and cut-out cards of position images (inside, below, after). The document states, "This document gives instructors suggested activities to do with students using the Vocabulary Category Cards. These activities are particularly helpful for building categorical vocabulary of ELLs." The ELPS are not referenced for this activity.
- In the teacher resources on the left-hand side, there is a filter option with ELs beginner, but these are the same lesson available to all students, and there is no reference to ELs or ELPS in the lesson. There was nothing in the teacher toolbox drop-down or the teacher help section in regard to English language proficiency.
- The materials provide tips for teachers regarding how to adjust speech and enunciation to promote understanding of letter-sound correspondence. For example, in the Istation reading lesson on blending onset and rime, the lesson materials give suggestions for the teacher to help with pronunciation. The script says,

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- When pronouncing the words in segmented form, it is important to make a clear break between the onset and rime.
- When pronouncing the onset, do not add a vowel sound to the end of consonants. For example, the sound for d should not be pronounced /dūh/.
- When modeling how to blend the segmented words together, first say the word with a one-second pause between the onset and rime. Then say the onset and rime with a shorter pause between them. Finally, say the word fluently.

It should be noted that the notes do not specifically suggest this for ELs and do not reference the ELPs.

- Materials do not include linguistic accommodations commensurate with various levels of English Language Proficiency as defined by the ELPS. The materials do not provide tips for teachers regarding how to adjust speech and enunciation to promote understanding of letter-sound correspondence. The materials do not suggest that teachers rephrase, repeat, or slow down directions when necessary. The materials do not include blackline masters or online activities to support various levels of English Language Proficiency.

**Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.**

- Materials do not encourage strategic use of students' first language as a means of linguistic, affective, cognitive, and academic development in English. Lessons do not contain any information or guidance in regard to using a student's first language as a means to linguistic, affective, cognitive, and academic development in English. There was nothing in the teacher toolbox drop-down or the teacher help section in regard to the use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.
- Materials do not encourage strategic use of students' first language as a means of linguistic, affective, cognitive, and academic development in English. The materials do not include information about language transfer in a handbook, a side-by-side chart, or within lesson plans. The materials do not include videos for professional development about how and why to promote and build first language proficiency. However, the materials include family letters explaining the instructional objectives. The Parent Letters for ISIP are available in Spanish. This is an informational letter in Spanish for teachers to communicate with parents about which reading areas need improvement based on the most recent ISIP data for their child.

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## Indicator 6.1

Materials provide guidance on fostering **connections between home and school**.

1	Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.	Yes
2	Materials provide specific strategies and activities for families to use at home to support students' learning and development	Yes
3	Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.	Yes

## Not Scored

The materials provide guidance on fostering connections between home and school.

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. Materials provide specific strategies and activities for families to use at home to support students' learning and development. Materials contain resources to help teachers communicate with families in an ongoing manner regarding students' progress.

Evidence includes but is not limited to:

### Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.

- Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. Materials include a Parent Introductory Letter for teachers to sign and send home to parents that explains Istation Reading and ISIP assessments.
- "The Parent Guide: How to Use Ipractice Effectively" provides a list of all the Ipractice activities available for Istation Home, along with Parent Portal resources to practice reading. The portal includes tips for parents, sample schedules to extend learning at home, and links to videos to help families with teaching different skills (e.g., one video demonstrates using The Clapping Clara game to teach segmenting.). This resource contains a list of parent activities to use at home by cycle, what skills the activity works on, and the time it takes to complete the activity.
- Parents have access to the Parent Portal through the Istation website using their child's username and password. In the Parent Portal, a variety of resources are available to reinforce children's learning at home, including "Resources: Printable lessons, books and passages, and games appropriate for your child's progress in the Istation program and Child's Lexile: An easy way to discover books within the range of your child's reading ability."
- Decodable books are available online through the student's device for the student and parent to engage in together at home.

### Materials provide specific strategies and activities for families to use at home to support students' learning and development.

- Students can access their Istation account, where parents can observe or interact with students

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through digital decodable readers or online games based on letters, sounds, decoding, and encoding, “As a best practice, ensure students are working in the program for at least 20–30 minutes before logging out.”

- Activities in the Parent Portal include lessons that the family can use to support the student at home. For example, one lesson in the Parent Portal supports work completed in Cycle 9. The scripted lesson provides the parent with instructions on reviewing words with /oi/ and /oy/.
- In the *Istation Home Handbook*, there is a Best Practices section, which is an overview of the program. As stated in this Istation parent resource, “Istation’s interactive instruction provides research-based direct instruction and practice to students. It offers a carefully organized plan that includes teaching skills in isolation, guided practice, and independent application of those skills through engaging, multimedia teaching techniques. Ipractice has self-guided lessons pulled from the instruction that your students can explore freely. The rigor of Ipractice content ranges across all grade levels, so it is advised that students be monitored to ensure they are working on grade-appropriate content.” This document also provides a sample weekly plan for students. For example, on Monday, Wednesday, and Friday, students work on Ipractice and Reading for 20–30 minutes. On Tuesday and Thursday, students work on Ipractice and read Istation books for 20–30 minutes.

**Materials contain resources to help teachers communicate with families in an ongoing manner regarding student’s progress.**

- Materials include information about how to communicate with families in an ongoing manner regarding student progress (specific to student formal and informal assessment results). For example, on the Educator Platform, there is an article titled “School to Home Connection” in English and Spanish. It gives information on home access and the Parent Portal. Through the Parent Portal, student progress can be tracked with personalized data profiles, including personalized reports.
- Istation Data From a Parent’s Perspective explains how to interpret Istation reports. The page provides information on percentile ranks and growth reports. There is a link to the Student Summary Handout, which provides details on what data is gathered from the student’s performance on the ISIP.
- The assessment materials include a template Parent Letter for ISIP letter for teachers to communicate with parents about which reading areas need improvement based on the most recent ISIP data for their child. The letter gives parents information on areas of weakness (if there are any) that the student needs to work on based on the most recent ISIP performance. These areas include Phonemic Awareness, Listening Comprehension, Letter Knowledge, Reading Comprehension, Alphabetic Decoding, Text Fluency, Spelling/Word Analysis, and Vocabulary.

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## Indicator 6.2

Materials incorporate **technology** into the lessons to **enhance student learning**.

1	Digital materials are accessible and compatible with multiple operating systems and devices.	Yes
2	Digital materials support and enhance virtual and in-person instruction.	Yes
3	Digital materials enhance student learning and are not distracting or chaotic.	Yes

## Not Scored

Materials incorporate technology into the lessons to enhance student learning.

Digital materials are accessible and compatible with multiple operating systems and devices. Digital materials support and enhance virtual and in-person instruction. Digital materials enhance student learning and are not distracting or chaotic.

Evidence includes but is not limited to:

### Digital materials are accessible and compatible with multiple operating systems and devices.

- Program accessibility and compatibility information are on the Istation website in the top right corner titled Download and Technical Info. On this page are detailed directions on how to download/access Istation, along with versions of operating systems that do not support Istation.
- The student interactive app is accessible and compatible with iPads through the app in the App store, Androids from the Istation Website, Windows by downloading Istation for Windows, Macs by downloading Istation for Mac, and Android from the app in Google Play
- Teacher lessons are accessible through the app and also through the Istation Website.
- Digital materials are accessible and compatible with multiple operating systems and devices. For example, the “Istation Moves to Browser!” article found on the Help Center page notes that Istation is currently available on Windows, macOS, and Chromebooks. Chrome and Edge browser users access Istation using the new browser web address. Those who are still using the program on an iPad, Safari, Firefox, and all other browsers keep using the app version until further notice. The materials also provide a flowchart to help users determine how to access the program.
- As stated in the homepage help center, Istation is now accessible and compatible with Windows, macOS, and Chromebooks. This allows users to access Istation through a simple URL link instead of downloading an app. Coming the summer of 2022, students no longer need to download the app or the latest update from the app store. Istation now pushes the updates out to the users frequently to ensure a more exceptional and consistent Istation experience.

### Digital materials support and enhance virtual and in-person instruction.

- Digital materials support and enhance virtual and in-person instruction. Istation provides digital lessons and face-to-face teaching strategies for reading. Istation has an online curriculum and

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flexible teacher tools to support different instructional approaches, including small and whole group instruction.

- The Teacher Station provides virtual, interactive lessons; uses whole group, small group, or individual instruction based on teacher preference; and provides engaging cross-curricular activities. Teacher lessons are accessible from both the Istation website and the Istation app. There is a teacher station available through the app for teachers to project and extend student learning, but this resource is not referenced in the teacher PDF lessons.
- The Parent Introductory Letter found on the teacher Istation website through the search bar is an informational letter for teachers to sign and send home to parents that explains Istation. The letter states, “Based on assessment results, students then receive instruction based on their individual needs through Istation’s online interactive curriculum. The interactive reading curriculum provides instruction and practice in all of the critical reading areas. Students receive this instruction in a fun, animated format that motivates students to learn.”
- “The Parent Guide: How to Use Ipractice Effectively” provides a list of all the Ipractice activities available for Istation Home along with Parent Portal resources to practice reading. It also includes tips for parents and sample schedules to extend your child's learning at home. This resource contains a list of parent activities to use at home by cycle, what skills the activity works on, and the time it takes to complete the activity.
- Online games such as choosing the correct decodable word to match the picture shown and choosing a word from a list to complete sentences and other activities extend in-person learning. Decodable readers are also available through digital materials.

### Digital materials enhance student learning and are not distracting or chaotic.

- The student app has interactive graphics to continue the learning that is initially acquired during whole and small group time. The images, including pictures, letters, and words, are not distracting. When text is read aloud either at the word or sentence level, word parts or words are highlighted as they are read aloud. The images in the student app are age appropriate and represent students of multiple backgrounds and ethnicities.
- Digital materials enhance student learning and are not distracting or chaotic. Materials include the main subject, topic, or purpose at the top of each lesson. Lessons are broken down into the gradual release model using subheadings. Materials include appropriate use of white space and design that supports and does not distract from learning. White space is the clear area around and between lines of text or blocks of text.
- The student’s digital content displays well on multiple devices. For example, the student application is shown the same on the iPad and a laptop, with the same features available on both devices. The white space around the text makes the content easy to read. It is also consistent throughout the materials, including the fonts.