

IMRA Review Cycle 2024 Report



Publisher Name	Program Name
EPS Operations, LLC	S.P.I.R.E.® 4th Edition
Subject	Grade Level
English Phonics	Grade 1

Texas Essential Knowledge and Skills (TEKS) Coverage: 40.5%

English Language Proficiency Standards (ELPS) Coverage: N/A

Quality Review Overall Score: 214 / 313

IMRA Reviewers

Flags for Suitability Noncompliance 1

Indicator	Count of Flags
1. Prohibition on Common Core:	1
2. Alignment with Public Education’s Constitutional Goal	N/A
3. Parental Rights and Responsibilities	N/A
4. Prohibition on Forced Political Activity	N/A
5. Protecting Children’s Innocence	N/A
6. Promoting Sexual Risk Avoidance	N/A
7. Compliance with the Children’s Internet Protection Act (CIPA)	N/A

Flags for Suitability Compliance N/A

Indicator	Count of Flags
Alignment with Public Education’s Constitutional Goal, 2.1.1	N/A
Promoting Sexual Risk Avoidance, 6.2	N/A

Alleged Factual Errors 2

Public Feedback

Flags for Suitability Noncompliance N/A

Rubric Indicator	Count of Flags
1. Prohibition on Common Core:	N/A
2. Alignment with Public Education’s Constitutional Goal	N/A
3. Parental Rights and Responsibilities	N/A
4. Prohibition on Forced Political Activity	N/A
5. Protecting Children’s Innocence	N/A
6. Promoting Sexual Risk Avoidance	N/A
7. Compliance with the Children’s Internet Protection Act (CIPA)	N/A

Alleged Factual Errors N/A

Public Comments N/A

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	25 / 53
2. Progress Monitoring	20 / 28
3. Support for All Learners	18 / 32
4. Phonics Rule Compliance	27 / 36
5. Foundational Skills	124 / 164

Strengths

- 2.2 Data analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret track their growth.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-

long assessment opportunities aligned to grade-level phonics skills.

- 5.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships, guiding teachers in phoneme-letter instruction with corrective feedback, while offering diverse activities for students to practice and reinforce decoding skills in both isolated and connected text.

Challenges

- 1.1 Course-Level Design: Materials do not adhere to TEKS and ELPS. They do not apply appropriate pacing while providing explanations for concepts, guiding for lesson internalization, or include resources to support administrators.
- 1.2 Unit-Level Design: Materials do not contain supports for families in Spanish for each unit with suggestions on supporting the progress of their student
- 1.3 Lesson-Level Design: Materials do not include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required

to meet the language standards of the lesson.

- **2.1 Instructional Assessments:** Diagnostic, formative, and summative assessments are not aligned to the TEKS and objectives of the course, unit, or lesson. The instructional assessments do not include standards-aligned items at varying levels of complexity.
- **3.1 Differentiation and Scaffolds:** Materials do not provide educators with guidance to pre-teach unfamiliar vocabulary and references or implement differentiated instruction.
- **3.3 Support for Emergent Bilingual Students:** Materials do not provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, or support for emergent bilingual students.
- **4.2 Daily Instructional Sequence and Routines:** Materials do not ensure daily lessons provide explicit instruction with teacher modeling and guided practice with immediate feedback. They do not provide diverse opportunities for collaborative practice.
- **4.5 Progress Monitoring and Student Support:** Materials do not offer data-management tools for tracking whole-class progress, determining frequency of progress monitoring, or include guidance on how to accelerate learning.
- **5.B.1 Oral Language Development:** Materials do not provide explicit and systematic guidance for developing oral

language through diverse methods and do not include authentic opportunities for students to ask questions.

- **5.C.1 Alphabet Knowledge:** Materials do not provide a systematic sequence for introducing letter names and sounds. They do not include activities and resources for students to develop, practice, or reinforce alphabet knowledge both in isolation and within meaningful print.
- **5.D.1 Phonological Awareness:** Materials do not provide a systematic sequence for introducing phonological awareness.
- **5.D.2 Phonemic Awareness:** Materials do not follow a systematic sequence for phonemic awareness, progressing from basic to complex skills, with explicit instruction and feedback.
- **5.E.1 Sound-Spelling Patterns:** Materials lack resources for students to develop, practice, and reinforce grade-level sound-spelling patterns.
- **5.E.2 Regular and Irregular High-Frequency Words:** Materials do not include guidance for the teacher to provide explicit instruction for regular and irregular high-frequency words.
- **5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words:** Materials do not systematically introduce syllable types and division principles. Materials do not include a variety of activities and resources to practice decoding and encoding with syllables.

Summary

AEPS S.P.I.R.E. 4th Edition is an English phonics K-3 program that provides resources and materials that may be used throughout the Kindergarten through Grade 3 continuum. The program includes seven teacher guides, beginning with the *Sounds Sensible Teacher Guide*. Then, the program progresses to *Teacher Guides* in levels 1 through 6. Each teacher guide offers introductory lessons followed by reinforcing lessons. The program also provides placement assessments and additional assessments for the beginning, middle, and end of the year. Decodable readers and student manipulative kits are also included in the program's resources.

Campus and district instructional leaders should consider the following:

- Although the curriculum provides useful resources like teacher guides and reinforcing lessons, it lacks a structured, organized plan for teaching phonological awareness. The resources do not include a clear, systematic sequence for introducing and developing phonological awareness skills. This could result in a less coherent or ineffective approach to teaching these essential foundational skills.
- While the program includes some activities available for teachers in Grade 1 materials, these activities do not provide a clear, structured approach for directly and explicitly practicing phonological awareness skills aligned to the TEKS. As a result, novice teachers might need a more complex, organized method for ensuring that phonological awareness is effectively taught and practiced, which could impact the development of these essential skills in young students.

Intentional Instructional Design

1.1	Course-Level Design	6/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	1/5
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	1/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	1/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	1/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	0/4

The materials include a scope and sequence outlining concepts and knowledge taught in the course. Materials do not include a scope and sequence outlining the TEKS or ELPS. Materials include suggested pacing (pacing guide/calendar) to support effective implementation. Materials do not include various instructional calendars (e.g., varying numbers of instructional days–165, 180, 210). Materials include an explanation for how concepts to be learned connect throughout the course. Materials do not provide a rationale for how concepts to be learned. Materials include guidance, protocols, and/or templates for lesson internalization. Materials do not include guidance, protocols, and/or templates for unit internalization. Materials do not include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

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

- In grade 1, the S.P.I.R.E. Program Level 2 Teacher's Guide materials provide a Table of Contents showcasing the Knowledge taught within the Level 2 Teacher's Guide. The Knowledge is divided within the Table of Contents into subsets of skills such as "Short ff, ll, ss."
- Grade 1 S.P.I.R.E. Program Level 3 Teacher's Guide materials provide a Table of Contents showcasing the Knowledge taught within the Level 3 Teacher's Guide. The Knowledge is divided within the Table of Contents into subsets of skills such as "Exceptions," "ay," and "-ed." It has a scope and sequence organized by phonics concepts such as open syllables, suffixes, and syllable division rules. However, no stated alignment or outline shows a link to the TEKS or the ELPS.

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

- Grade 1 S.P.I.R.E. Program Level 2 Teacher's Guide includes a suggestion labeled Pacing that states the minimum amount of time required to not adversely affect student outcomes. Materials provide suggestions for splitting lessons into two days with specific suggested times. The Table of Contents also lists the lessons with the reinforcing lesson and passage that correlates.
- In the Level 2 Teacher's Guide, under "Getting Started" with S.P.I.R.E., There is a section describing Pacing. It states that "pacing will vary, according to the number of lessons required to reach mastery for each concept." It also discusses the time allotment needed to teach each lesson and how it could be broken up over more than one day.
- The grade 1 S.P.I.R.E. Program Level 2 Teacher's Guide does not include support for various instructional calendars or outline how to use the curriculum with varying instructional days.
- Within the Level 2 and Level 3 teacher's guides, there is a section titled "The S.P.I.R.E. Lessons," which supports pacing out the individual components of each lesson. The materials do not provide a calendar to support the yearly pacing of lessons over a calendar year.
- Grade 1 materials, the Level 4 Teacher's Guide contains a section called Getting Started with S.P.I.R.E. that provides guidance on pacing. "Pacing will vary, according to the number of lessons required to reach mastery for each concept." The guidance suggests that for the "maximum amount of progress," students should receive an uninterrupted 45- to 60-minute lesson five days a week. The pacing guide states that if this timeline is followed, students will complete a level every 3–4 months. It also provides an alternative 30-minute-a-day schedule that divides each lesson into half. For example, lesson Steps 1–4 are completed on Day 1, and Steps 5–10 are completed on Day 2.

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

- The Level 4 Teacher's Guide explains how the concepts learned in each level connect throughout the program. "Each new concept is first presented in an introductory lesson, then practiced in reinforcing lessons along with previously taught concepts. Previously taught concepts are spiraled through the "Reinforcing Lesson," providing a comprehensive review." The guide states that concepts are not only spiraled within a level but also from level to level. For example, in Lesson 2 ea, Step 1: "Phonogram Cards" guides teachers to "Review all previously learned Phonograms Cards, 1–73."
- The Teacher's Guide Level 2 provides a detailed overview in the section Components of S.P.I.R.E and Getting Started with S.P.I.R.E., which details the portions of the teaching materials, components within the curriculum, and placing/grouping and pacing of the lessons. Includes an explanation for the rationale of the unit and lesson order, as well as how the progression of lessons helps readers. The Level 2 Teacher's Guide states the S.P.I.R.E. Program provides a sequenced lesson plan structure that gradually moves students through a developmental process from emergent levels of literacy to early reading, to accomplished, fluent reading".

- Level 3 Teacher Guide provides an explanation of the structure and progression of lessons within "The S.P.I.R.E. Lessons" section of the Introduction. It states, "S.P.I.R.E. includes two categories of ten-step lessons: "Introductory and Reinforcing." Introductory Lessons present a new concept, providing at least forty exposures to the material through sensory modalities. "Reinforcing Lessons" provide additional practice with the new concept and the opportunity for students to apply their knowledge to text."
- The materials provide an explanation as to the connections between the lesson structure and patterns. The materials do not provide a rationale for the progression of the concepts being taught.

Materials include guidance, protocols, and/or templates for unit and lesson internalization.

- The Level 2 Teacher's Guide provides several pages outlining the Components of S.P.I.R.E., giving teachers explanations for each of the components. It also includes a Lesson Overview at the beginning of each lesson that guides the lesson level for each lesson.
- It includes a section for Getting Started with S.P.I.R.E. and the S.P.I.R.E. Lessons that guide the reasoning for placement for students and details for each of the lesson components to assist teachers in understanding the design.
- The materials include a Teacher's Guide for the central resource to teach each level. The Teacher's Guide "offers step-by-step support for each concept. Explicit, teacher-led instruction is provided for every part of the ten-step lesson. There is a Lesson Overview before each lesson that lists all the material needed and the activities taught for each of the ten steps of the lesson. For example, in Introductory Lesson 1, Step 3, Word Building calls for one green and one white circle for each student from the manipulative kit. The students will use the circles to represent sounds.
- In the *Level 2 Blackline Masters Book*, there is a lesson planner that can be utilized for lesson internalization. This template allows teachers to plan and internalize the components of the lessons they will teach.
- In the *Level 3 Blackline Masters Book*, a lesson planner can be utilized for lesson internalization. This template allows teachers to plan and internalize the components of the lessons they will teach.

Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

- The materials do not include resource and guidance to support administrators and instructional coaches with implementing materials as assigned. The Level 2 Teacher's Guide provides instructional support by introducing program components and details under The Getting Started with S.P.I.R.E. section, providing a rationale for placement and pacing. The Teacher's Guide "offers step-by-step support for each concept. Explicit, teacher-led instruction is provided for every part of the ten-step lesson. There is a *Lesson Overview* before each lesson that lists all the material needed and the activities taught for each of the ten steps of the lesson. For example, in Introductory Lesson 1, Step 3, Word Building calls for one green

and one white circle for each student from the manipulative kit. The students will use the circles to represent sounds.

- The S.P.I.R.E. Quick Start Lessons Guide includes an overview of the components within each Level Guide's lessons and the order and process to implement them.
- The Overview of Assessments in S.P.I.R.E., 4th Edition, provides an overview of the assessments for the S.P.I.R.E. system. The summary includes information on the types of assessments and how teachers and staff can access those assessments.
- In the Introduction portion of the Level 3 Teacher's Guide, the materials guide lesson implementation. This guidance describes each component of the lesson plan and the suggested time frames for the duration of each component. This guidance is written to support teachers but not administrators or instructional coaches.

Intentional Instructional Design

1.2	Unit-Level Design	3/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	2/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	1/2

The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain supports for families in English for each unit with suggestions on supporting the progress of their student. Materials do not contain supports for families in Spanish for each unit with suggestions on supporting the progress of their student.

Evidence includes, but is not limited to:

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

- The grade 1 *Level 2 Teacher's Guide* includes a lesson overview at the start of each lesson, which provides the necessary content knowledge to teach the internal lessons successfully. The *Level 2 Teacher's Guide* provides overviews before each Introductory and Reinforcing Lesson. The lessons are arranged in Levels that correspond to grade-level appropriate learning. There is an introduction at the beginning of each "Leveled Book." The word unit does not refer to lessons, groups of lessons, or the levels of the teacher's guides. The overview needs to guide content knowledge and academic vocabulary.
- In the *Level 6 Lesson Guide*, the materials provide a paragraph following each Introductory lesson overview that describes the background content students should know and explains the upcoming skill. For example, in Lesson 1, Suffix a-, the material guide explains that this lesson "reintroduces the concept of adding prefixes to words. Students who completed Lesson 14 of Level 3 will already be familiar with the prefix a-." This section also guides the academic vocabulary teachers use to instruct. "Explain that a prefix in a letter or letters that cannot stand alone but, like a suffix, can be added to a word part to change its meaning. The pre-in prefix means 'the beginning or front.'"
- Vocabulary guidance is provided in Step 4: "Decoding and Sentence Reading" under the subtitle Vocabulary Development. For example, Lesson 1's guidance includes, "the following words may present meaning challenges for some students: spry and pry." Teachers should "Check that students understand the meaning of the words" and "discuss unknown vocabulary with in addition to that the students using the strategies described in *Vocabulary Development*, in the Appendix."
- The materials provide examples of how to code words based on their phonics patterns. The background knowledge provided gives some background knowledge regarding concepts taught during the lessons.

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

- In the *S.P.I.R.E. Program Family Guide*, there is a letter to parents explaining the background of the program and an overview of how the program works. The family letter provided is in English. Within the *S.P.I.R.E. Program Family Guide* is a parent letter explaining the overall program's components. For example, the letter states, "S.P.I.R.E. is designed to help your child experience reading success through a systematic and structured curriculum. The program follows the Structured Literacy Approach and incorporates phonological awareness, phonics, spelling, vocabulary, comprehension, and fluency instruction, leading to permanent reading gains." The letter explains the ten steps of the lesson and then gives parents some suggestions to support learning at home. The at-home activities include reading aloud to students, engaging in conversation and asking questions, playing word games, and providing books that students can read independently.
- Within the *S.P.I.R.E. Program Family Guide Parent Letter*, the materials link to a 27-minute video where Julie Ross explains to parents what components they will receive for at-home work. For example, she explains that each student will need a yellow and green crayon and scissors. She also shows the sound cards and tells parents that they will receive a set as part of the take-home kit. The video explains how to use the *S.P.I.R.E. Program Review Lesson Plan for Remote Learning*, including how to give a fluency drill. S.P.I.R.E. Program provides teachers with an ancillary material titled "Parents as Partners." This resource provides parents with suggestions on how to support students' progress at home. It includes a list of implementation ideas and a link to the "Parent as Partner" video. This resource is only in English. Materials do not contain supports for families in Spanish for each unit with suggestions on supporting the progress of their student.

Intentional Instructional Design

1.3	Lesson-Level Design	16/34
1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.	12/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

The materials include comprehensive, structured, detailed lesson plans that include questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson but do not include daily objectives. Materials do not include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.

- Materials include comprehensive, structured, detailed lesson plans that include questions, tasks, materials, and instructional assessments required to meet the content standards of the lesson. *Grade 1 Level 2 Teacher’s Guide* includes a rationale before each lesson that details the structure and importance of the letter sounds being taught. The rationale also includes instructions for coding words when reading. At the beginning of each lesson, there is a Lesson Overview," which gives each of the ten steps, the materials necessary to teach each step, and what activity to expect. Within each lesson, there are detailed instructions for presenting each step of the lesson, giving guidance on how to utilize the included resources. There are questioning strategies throughout the lesson and guidance on the preparation of materials. Formative assessments are embedded within the lessons, often asking students to agree or disagree with a hand signal. Lessons are arranged with an introductory lesson followed by two reinforcement lessons. The lesson includes the opportunity for informal assessments through observation, dictation sentences, and wrap-up activities. Content assessments are given four times per year. The materials do not include language standards or daily objectives.

- In the *Level 3 Teacher's Guide*, each lesson follows a comprehensive, detailed, and structured plan that includes questions, tasks, materials, and instructional assessments. These lessons do not explicitly state lesson objectives. This includes rationale, step structure, expected materials, and recommended time frames for each step. Each lesson begins with a "Lesson Overview" outlining the steps, required materials, and expected activities. Detailed instructions are provided for presenting each step, including guidance on utilizing available resources. Questioning strategies and material preparation guidance are integrated throughout the lessons. Formative assessments are incorporated, often involving agreeing or disagreeing with a hand signal. Lessons are structured with an introductory lesson followed by at least two reinforcement lessons. Opportunities for informal assessments through observation, dictation sentences, and wrap-up activities are included. Content assessments are provided and recommended to be administered four times a year.

Materials include a lesson overview outlining the suggested timing for each lesson component.

- *Grade 1 Level 2 Teacher's Guide* includes a section titled "Pacing" that shows suggested pacing for teaching "Full Lessons" and "Half Lessons." In that overview are suggested time parameters for each of the ten components. Teachers are provided with clear instructions on each component's purpose and an approximate time range per component. For example, it instructs teachers to take approximately 5 minutes to complete Step 1: Phonogram Cards.
- The introduction portion of the *Level 3 Teacher's Guide* provides detailed instruction on the layout, structure, and pace of each component of the lesson. Teachers are provided with clear instructions on each component's purpose and an approximate time range per component. For example, it instructs teachers to take approximately 10 minutes to complete Step 4: Decoding and Sentence Reading.

Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.

- The grade 1 *Level 2 Teacher's Guide* provides a "Lesson Overview" at the start of each new lesson, listing the materials needed by the students and teachers to deliver the lesson effectively. For example, Lesson 1 lists that the teacher will need several items: "Phonogram Cards 1–40, Lesson Dictation Paper, the student workbook, Concept Mastery Fluency Drill 2.1, and Small Letter Set."
- A materials list is provided in the "Lesson Overview" for each "Introductory and Reinforcing Lesson" that lists the materials needed for the lesson. The materials are listed for each of the ten steps of the lesson, and then their use is explained in the narrative for each step. For example, in the *Level 3 Teacher's Guide*, Introductory Lesson 2: Exceptions, materials for Step 3: Word Building are a "small letter set (manipulatives kit) 1 per student." In the Step 3 narrative, guidance is given that "Students will use the Small Letter Set for the Manipulatives Kit to build words."
- In the *Level 3 Teacher's Guide*, every lesson provides a glance overview that explains all teachers' and students' materials necessary to implement a lesson effectively. For example, Lesson 1 lists that the teacher will need several items: "Phonogram Cards 1–52, Lesson

Dictation Paper, the student workbook, Concept Mastery Fluency Drill 3.1, and Key Words Sheet."

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

- Grade 1 *Level 2 Teacher's Guide* includes a section called "The S.P.I.R.E. Lessons" with a paragraph stating, "Reinforcing Lessons provide additional practice with the new concept and the opportunity for students to apply the learning to text."
- A materials list is provided in the "Lesson Overview" for each Introductory and Reinforcing Lesson" that lists the materials needed for the lesson. The materials are listed for each of the ten steps of the lesson, and then their use is explained in the narrative for each step. The Reinforcing Lessons" are there to give additional practice for students. For example, in the *Level 3 Teacher's Guide*, Introductory Lesson 2: Exceptions, materials for Step 3: Word Building are a "small letter set (manipulatives kit) - 1 per student." In the Step 3 narrative, guidance is given that "Students will use the Small Letter Set for the Manipulatives Kit to build words."
- The lesson guidance from the *Level 2 Teacher's Guide* provides two Reinforcement Lessons following each Introductory Lesson. After the first reinforcement lesson, the guide gives the teacher the option to extend to day two of the Reinforcement Lesson or to skip based on student understanding.
- The YouTube Video provided in the *Parent Support for S.P.I.R.E. with Review Lesson* states that the teacher will send home a *S.P.I.R.E. Review Lesson Plan* describing ways that parents can practice the skills learned in the classroom. There are directions on what supplies are needed and items that will be sent home. The Spiral Review Lesson Plan states that the *S.P.I.R.E. Review Lesson Plan* is for remote learning.

Progress Monitoring

2.1	Instructional Assessments	16/24
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	12/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	0/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	0/2

The materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials include the definition and intended purpose for the types of instructional assessments included. The materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are not aligned to the TEKS and objectives of the course, unit, or lesson. The instructional assessments do not include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

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

- Grade 1 *Level 2 Teacher Guide* includes a section titled "Assessments" within" at the beginning of the book. The *Level 2 Teacher Guide* includes four different types of assessments such as "the Pre/Post Test," "Mid-Level Test," "Concept Mastery Fluency Drills," and "Concept Assessments". Each of these assessments measures mastery at different levels, such as the lesson and unit(guide) levels. The assessments are timed throughout the Level. The "Mastery Fluency Drills" take place throughout the lessons. At the same time, the "Concept Assessments" occur at the end of the "Reinforcement Lesson Cycle." The pre- and post-assessments arise at the beginning and end of a level. The mid-level occurs during the middle—the task varies from word reading to sentence reading and reading comprehension.
- Grade 1 *Level 3 Teacher Guide* includes a section titled "Assessments" at the beginning of the book. The *Level 3 Teacher Guide* includes four different types of assessments such as "the Pre/Post Test," "Mid-Level Test," "Concept Mastery Fluency Drills," and "Concept Assessments". Each of these assessments measures mastery at different levels, such as the lesson and unit(guide) levels. The materials include a *Level 3 Assessment Blackline Master*

Book containing all assessments for this level. Within this book, the material providers provide a variety of assessments at both the level and lesson level.

- For example, in the grade 1 *Level 3 Assessments Blackline Masters Book*, the materials include pre-, mid-, and post-tests, lesson assessments, and fluency drills. These assessments vary in decoding, encoding, fluency, and comprehension skills.
- Within the S.P.I.R.E. placement assessment, is a diagnostic assessment that places students in the level that they need to start. The levels range from 1 to 6.
- The materials include a *Level 1 Assessment Blackline Master* book, which consists of all assessments for this level. Within this book, the material provides a variety of assessments at both the lesson level and unit level. For example, in the grade K *Level 1 Assessments Blackline Masters Book*, the materials include pre-, mid-, and post-tests, lesson assessments, and fluency drills. These assessments vary in decoding, encoding, fluency, and comprehension skills.
- Within the S.P.I.R.E. placement assessment is a diagnostic assessment that places students in the level that they need to start at. The levels range from 1–6.

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

- Grade 1 *Level 2 Teacher's Guide* includes a section titled "Assessment" at the beginning of the book. Teachers can view the different assessments offered within this piece of the *S.P.I.R.E. Curriculum*, its definition, and its intended use. The *Level 2 Teacher's Guide* includes four different types of assessments such as "the Pre/Post Test," "Mid-Level Test," "Concept Mastery Fluency Drills," and "Concept Assessments." The pre- and post-assessments occur at the beginning and end of a level, and the mid-level occurs during the middle. The tasks vary from word reading to sentence reading and reading comprehension.
- The *S.P.I.R.E. Curriculum* provides an "Overview of Assessments" in the *S.P.I.R.E. 4th Edition* document that outlines the various assessments in the curriculum. This document explains the types of assessments and the intended purpose of each assessment.
- The *Level 3 Teacher's Guide* has an "Assessment" section in the Introduction. Within the assessment section, the materials outline the definitions of each assessment. The *Level 3 Teacher's Guide* includes four different types of assessments such as "the Pre/Post Test," "Mid-Level Test," "Concept Mastery Fluency Drills," and "Concept Assessments."

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

- Grade 1 *Level 2 Teacher's Guide* includes a section at the beginning of the component within the "Introduction" titled "Assessment" that gives a detailed overview of each offered assessment within the guide and the details for preparation, scoring, and administration.
- Grade 1 *Level 3 Teacher's Guide* includes a section at the beginning of the component within the "Introduction" titled "Assessment" that gives a detailed overview of each offered assessment within the guide and the details for preparation, scoring, and administration.

- The "Overview of Assessments" in the *S.P.I.R.E* 4th Edition provides a thorough definition and explanation of the assessments provided in the curriculum and a picture of the assessment for reference.
- In the *Level 3 Assessments, Blackline Masters Book*, directions are provided to the teacher on how to administer and score the pre and post-assessments. The materials state, "Show the student Part 1", and direct the student to read the words from left to right. Do not stop the student, even if an error is made. Indicate the errors by circling any misread words on the recording sheet. Sounded-out and self-corrected words are counted as correct.
- The materials in the "Mid-Level Test" state, "Dictate the words to the group. After you dictate each word, allow several seconds for students to write the word. When completed, collect student work."

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

- In the *Level 2 Teacher's Edition*, there are "Pre/Post Assessments," "Mid-Level Assessments," and "Concept Assessments." The instructions are in the *Level 2 Blackline Master*. There is an overview of the assessment and different testing options. Then, a section gives the teacher directions and a scoring guide. At the back of the *Level 2 Blackline Masters book*, there are several recording sheets.
- Grade 1 *S.P.I.R.E. The 4E Assessment Level 2 Guide* includes a "Summary Sheet" within the "Appendix" section of the guide that shows all of the concepts assessed for the "Summative" assessment.
- In the *Level 2 Assessments Book* and the *Level 2 Teacher's Guide*, no connection is made to the TEKS. "The Mid-Level Test" should be administered midway through each level to measure the retention of previously learned concepts in the level." It does not connect directly to any specified connection to TEKS or objectives.
- In the *Level 3 Assessments Book* and the *Level 3 Teacher's Guide*, no connection is made to the TEKS. The materials state in the *Level 3 Teacher's Guide* that "The Mid-Level Test" should be administered midway through each level to measure the retention of previously learned concepts in the level." It does not connect directly to any specific TEKS or objectives.

Instructional assessments include standards-aligned items at varying levels of complexity.

- Grade 1 *Level 2 Teacher's Guide* includes varying levels of assessments within this component aligned to the lesson objectives. The levels within this component include "Fluency Drills," "Reading Accuracy," and "Decoding."
- The *Level 2 Blackline Masters and Assessments* have varying levels of complexity in assessments ranging from "Word Reading to Reading Comprehension." In the "Mid-Level Assessment," students write words that are dictated. There is also a "Concept Mastery Fluency Drill and Concept Assessments on Word Reading and Sentence Reading." There is no evidence of standards listed within the materials.

- The assessments provided in the *Level 3 Assessments Blackline Masters* vary in decoding, encoding, dictation, fluency, and comprehension. None of these assessments connect back to or mention any TEKS or standards.
- Grade 1 *Level 3 Teacher's Guide* includes varying levels of assessments within this component aligned to the lesson objectives. The levels within this component include "Fluency Drills," "Reading Accuracy," and "Decoding."

Progress Monitoring

2.2	Data Analysis and Progress Monitoring	4/4
2.2a	Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.	2/2
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	1/1
2.2c	Materials include tools for students to track their own progress and growth.	1/1

The instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.

- The *Level 2 Assessment Book* guides how to interpret student performance in the "Scoring and Reporting" section of the "Mid-Level Test: Administration, Scoring, and Reporting" portion of the book. Guidance on how to respond based on student performance is located in the "Remediation" section.
- The *Level 3 Teacher's Guide* "Assessment" section guides scoring and responding to student performance on the "Concept Assessments." For example, "once all students in the instructional group achieve 80 percent mastery on a "Concept Assessment," they are ready to proceed to the next "Introductory Lesson." The directions guide will help the group proceed to the next "Reinforcing Lesson" if they have not reached mastery.
- The *Level 3 Teacher's Guide* "Digital Assessment and Reporting" section guides interpreting the assessment data. There are class-level and student-level reports that "provide class averages and allow teachers to drill down to view specific assignments and students." Within the progress reports, individual student responses to questions can be reviewed.
- In the *Level 2 Blackline Masters*, there are instructions for administering the assessment, interpreting the results, and responding to the assessment. The guidance is given on the "Mid Level Assessment" for students scoring below 80%; the teacher will "select and reteach a Reinforcement Lesson from the concept and provide remedial instruction for the student." The student is then reassessed to determine mastery.

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

- The *Level 2 Teacher's Guide* "Assessment" section explains the assessments and guides instructional actions based on student trends. For example, "the Placement Test should be used to determine the level at which the students should begin the program." The "Concepts Assessments," which are given after the end of the "Reinforcing Lesson," guide that "once all students in the instructional group achieve 80 percent mastery on a "Concept Assessment," they are ready to proceed to the next Introductory Lesson."
- In the *Level 2 Blackline Masters*, instructions are given on the "Mid Level Assessment" for students scoring below 80%; the teacher will "select and reteach a Reinforcement Lesson from the concept and provide remedial instruction for the student." The student is then reassessed to determine mastery.
- The *Level 2 Teacher's Guide* has directions for utilizing the "Concept Mastery Fluency Drills and Concept Assessments" to determine student mastery and the teacher's next steps in helping students reach mastery. These assessments are given within the lesson cycle of the "Introductory and Reinforcement" cycles.
- In the *Level 3 Teachers Guide* and the *Level 3 Instruction and Assessment Blackline Master* book, guidance is provided to teachers on how to proceed after each Reinforcing Lesson. Each Reinforcing Lesson contains a "Concept Assessment," which guides instruction based on student performance. According to the *Level 3 Instruction and Assessment Blackline Master*, "Students who decode 80 percent or more of the target words correctly are ready to move to the next concept."

Materials include tools for students to track their own progress and growth.

- The *Level 2 Teacher's Guide* states, "All assessments are supported by recording forms that can be customized for each student to track their own progress and growth. "Summary" and "Tracking Sheets" support progress monitoring throughout the level. "The materials never specify if teachers or students will utilize these sheets. These tracking sheets are in the *S.P.I.R.E.* "Ancillary Content Fluency Tracking Sheets and Concept Mastery Fluency Drills Summary Sheets." The materials provide a Recording Form for the Formal Assessments. For example, the "Mid-Program Cumulative Assessment Recording Form" has a column to record either the correct or incorrect letter name, the correct or incorrect letter sound, and notes for specific incidents or trends for a particular student.
- The *Level 3 Teacher's Guide* states, "All assessments are supported by recording forms that can be customized for each student. "Summary and Tracking Sheets" support progress monitoring throughout the level." The materials never specify if teachers or students will utilize these sheets. These tracking sheets are in the *S.P.I.R.E.* "Ancillary Content Fluency Tracking Sheets and Concept Mastery Fluency Drills Summary Sheets."
- In the *Blackline Masters*, at the end of the resource, there are several recording charts to track progress. The instructions state, "To track the student's progress throughout the level, enter the scores on the Level Assessment Summary Sheet."

Supports for All Learners

3.1	Differentiation and Scaffolds	5/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	3/3
3.1b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	1/2
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	1/3

The materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials include embedded supports for unfamiliar vocabulary and references in text, but not pre-teaching of unfamiliar vocabulary. Materials include teacher guidance for enrichment, activities for students who have demonstrated proficiency in grade-level content and skills. Materials do not include teacher guidance for differentiated instruction or extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

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

- Grade 1 *Level 2 Teacher's Guide* begins with a "Differentiated Instruction" section. This section details how to support struggling students within this curriculum component. For example, the guide states that "Tier 1 and Tier 2" students may need only the "Introductory Lesson" and one "Reinforcing Lesson," while "Tier 3" students often need two or more "Reinforcing Lessons."
- The "Introduction" section of the *Level 2 Teacher's Guide* is titled "Differentiated Instruction". This section of the materials explains that instruction can be differentiated by allowing struggling students to receive more "Reinforcing Lessons" while students are demonstrating mastery and move on to the next concept. The materials state, "One example of differentiating *S.P.I.R.E.* instruction by tiers occurs when determining the number of "Reinforcing Lessons" students require."
- Grade 1 *Level 3 Teacher's Guide* includes a section called "Differentiated Instruction" at the beginning. This section details how to support struggling students within this curriculum component. For example, the guide states that "Tier 1 and Tier 2" students may need only the "Introductory Lesson" and one "Reinforcing Lesson," while "Tier 3" students often need two or more "Reinforcing Lessons."

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

- Grade 1 *Level 2 Teacher's Guide* includes "Vocabulary Development" embedded support within "Step 4" of each lesson. The *Level 2 Teacher's Guide* states this step is "an opportunity to discuss challenging words that the student will encounter in the lesson." It is up to the teacher to choose the words that the students will find "challenging" before each lesson. For example, in "Step 4" of each lesson, there is a subsection titled "Vocabulary Development" that instructs teachers on words with challenging meanings that would require explicit instruction. In "Introductory Lesson 1," the materials state, "The following words may present meaningful challenges for some students: cuff, dill, twill, mass, huff, miff, bass, buff and still. Check that students understand the meanings of these words. Discuss unknown vocabulary with students using the strategies described in Vocabulary Development in the Appendix."
- In "Lesson 2", the materials state, "The following words may present meaningful challenges for some students: balm, halt, waltz, scald, and gall. Check that students understand the meanings of these words. Discuss unknown vocabulary with students using the strategies described in Vocabulary Development in the Appendix."
- Grade 1 *Level 3 Teacher's Guide* includes "Vocabulary Development" embedded support within "Step 4" of each lesson. The *Level 3 Teacher's Guide* states this step is "an opportunity to discuss challenging words that the student will encounter in the lesson." It is up to the teacher to choose the words that the students will find "challenging" before each lesson. These examples provide embedded support but do not include pre-teaching of unfamiliar vocabulary.

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

- Grade 1 *Level 2 Teacher's Guide* provides student "reinforcement" in each lesson's "Practice" section. The teacher guidance states that while the teacher is administering fluency drills to a student, the other students may complete "independent practice for extra reinforcement." There is "multisensory instruction, game-like activities, engaging fiction and nonfiction passages." In the directions for teacher instruction, the teacher is guided on moving through the lessons based on student mastery.
- The materials state, "While administering the "Concept Assessment" to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts." This guidance can be found in the independent practice portion of each lesson.
- Grade 1 *Level 3 Teacher's Guide* provides student "reinforcement" in each lesson's "Practice" section. The teacher guidance states that while the teacher is administering fluency drills to a student, the other students may complete "independent practice for extra reinforcement." It has no differentiated instruction for on-grade level students or extension activities. The materials state, "While administering the "Concept Assessment" to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts." This guidance can be found in the independent practice portion of each lesson.

Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	6/6
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	4/4
3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	3/3

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

Evidence includes, but is not limited to:

Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).

- Grade 1 *Level 2 Teacher's Guide* includes prompts and guided instructions such as "Say the keyword will for students, emphasizing the single /l/ sound." These instructions support the teacher in communicating directly and explicitly. Each lesson is divided into ten steps. Step 1 is always "Phonogram Cards." Within this section of the lesson, there is always a script providing teachers with explicit instruction language to use when teaching a phonics skill. For example, in "Lesson 1," the materials state, "Today you will learn three new consonant teams. The first consonant team is ff. When you see two f's at the end of the word, you should pronounce only one of them. This Phonogram Card is yellow because reading and spelling these letters at the end of a word is unusual. You will need to read with caution."
- In the *Leveled Teacher's Guides*, each lesson provides a teacher script with teacher actions and explanations, such as the teacher saying, "I will show you these letters one at a time." The instruction to the teacher looks like "Model the first item for the students."

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

- In the *Level 2 Teacher's Guide*, the materials use manipulatives to support teaching segmentation. In Lesson 1, Step 2, "Segmentation," the materials state, "Put your circles in the gray box at the top of the page. I will say a word, and you will bring down a circle for each

sound you hear." These scripts support the teacher by giving recommendations on lesson delivery.

- In the *Level 2 Teacher's Guide*, the materials provide guidance on how to utilize graphic organizers to support teaching comprehension. In Lesson 1a, Step 6 "Reading Comprehension," the materials state, " We will use the passage to collect information about both characters in the story and complete the Graphic Organizer. On the one hand, we will write only about the things that Tom does. On the other hand, we will write only the things that Will does."
- The *Leveled Teacher's Guide* gives the teacher instructions on utilizing several instructional methods throughout the lesson. The lessons utilize letter cards, word cards, whiteboards, letter markers, worksheets, finger motions, modeling, decodable readers, graphic organizers, and dictation recording sheets. The teacher is also instructed to utilize writing, using manipulatives, hand motions, repeating, and listening for phonological awareness.

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

- The *Level 2 Teacher's Guide* has a section called "Getting Started with S.P.I.R.E" in the Introduction. There is a sub-section titled "Placement and Groupings." In this subsection, guidance is provided to the teacher on how to create groupings based on similar needs. The guidance states, "Students of similar skill levels can work in instructional groups of up to six students. Tier 3 or special education students with more intense intervention needs should be placed in groups of two or three, while those with severe needs should work one-on-one with the teacher."
- Grade 1 *Level 3 Teacher's Guide* includes "The S.P.I.R.E. Lessons." Within this section, the materials give evidence that supports the materials, such as times when students participate in structures such as independent practice, whole group, and small group instruction.
- The *Leveled Teacher's Guide* provides multiple different learning settings. Sometimes, the students work in small groups; at other times, they complete work independently. The majority of the learning is facilitated in small groups. The "Placement and Grouping" guidance states that students can "work in instructional groups of up to six students. Tier 2 or special education students with more intense intervention needs should be placed in groups of two or three, while those with severe needs should work one-on-one with the teacher." The teacher's lesson instructions provide the teacher with guidance regarding the types of learning and the grouping of students.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	0/11
3.3a	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.	0/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	0/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

The materials do not include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language. Materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials do not include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

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

- While there is no evidence of specific linguistic accommodations, the materials provide opportunities for differentiated instruction. An example of differentiating instruction "occurs when determining the number of Reinforcing Lessons that students require." After each "Introductory Lesson," several "Reinforcing Lessons" are provided "to review the concept, each with a reading passage and extensive practice."
- Grade 1 *Level 2 Teacher's Guide* includes a section titled "Nonreaders and Struggling Readers" at the beginning of the component that states why students may struggle with obtaining the skills needed to become fluent readers. The text states, "There are often several causes of reading difficulty for an individual, including limited experiences with books, cognitive or language deficits, speaking English as a second language, or having a learning disability."
- In Lesson 1, Step 2, "Segmentation," the materials state, "Put your circles in the gray box at the top of the page. I will say a word, and you will bring down a circle for each sound you hear."

There is no guidance on how to use these supports to accommodate the learning of students at various levels of language proficiency.

- In Lesson 1a, Step 6, "Reading Comprehension," the materials state, "We will use the passage to collect information about both characters in the story and complete the Graphic Organizer. On one side, we will write only the things that Tom does. On the other side, we will write only the things that Will does." There is no guidance on how to use these supports to accommodate the learning of students at various levels of language proficiency.
- Grade 1 *Level 3 Teacher's Guide* includes a section titled "Nonreaders and Struggling Readers" at the beginning of the component that states why students may struggle with obtaining the skills needed to become fluent readers. The text states, "There are often several causes of reading difficulty for an individual, including limited experiences with books, cognitive or language deficits, speaking English as a second language, or having a learning disability."
- In the *Leveled Teacher's Guides*, there is no specific guidance for instruction on providing linguistic accommodations or instruction leveled by ELPS expectations. Some activities utilize pictures with letter cards, word cards, and graphic organizers used within the curriculum.

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

- In the *Level 3 Teacher's Guide* in the "Differentiated Instruction" section, the materials guide, "At the early grades, S.P.I.R.E. can be effective with Tier 2 students who struggle to become readers. At intermediate elementary and higher grades, the program is most useful in Tiers 2 and 3, Special Education, Title 1, English Language Learners and students with Specific Learning Disabilities who have decoding difficulty accompanied by other inabilities with reading concepts in print."
- Grade 1 *Level 2 and 3 Teacher's Guides* include a section titled "Nonreaders and Struggling Readers" at the beginning of the component that states why students may struggle with obtaining the skills needed to become fluent readers. The text states, "There are often several causes of reading difficulty for an individual, including limited experiences with books, cognitive or language deficits, speaking English as a second language, or having a learning disability."
- In the *Level 2 Teacher's Guide*, the materials provide linguistic support, such as graphic organizers, to support teaching comprehension. In Lesson 1a, Step 6 Reading Comprehension, the materials state, " We will use the passage to collect information about both characters in the story and complete the "Graphic Organizer." "On one side, we will write only the things that Tom does." "On the other side, we will write only the things that Will does." There is no guidance on effectively using these materials with bilingual or ESL students.

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

- There is no evidence that materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.
- While there is no evidence of specific support for emergent bilingual students, the materials provide opportunities for differentiated instruction. An example of differentiating instruction "occurs when determining the number of Reinforcing Lessons that students require." After each "Introductory Lesson," several "Reinforcing Lessons" are provided "to review the concept, each with a reading passage and extensive practice."
- Grade 1 *Level 2 and 3 Teacher's Guides* include a section titled "Nonreaders and Struggling Readers" at the beginning of the component that states why students may struggle with obtaining the skills needed to become fluent readers. The text states, "There are often several causes of reading difficulty for an individual, including limited experiences with books, cognitive or language deficits, speaking English as a second language, or having a learning disability."
- In the *Level 2 Teacher's Guide*, the materials provide linguistic support, such as graphic organizers, to support teaching comprehension. In Lesson 1a, Step 6, "Reading Comprehension," the materials state, " We will use the passage to collect information about both characters in the story and complete the Graphic Organizer. On one side, we will write only the things that Tom does. On the other side, we will write only the things that Will does." There is no guidance on how to use these supports to accommodate the learning of students at various levels of language proficiency.
- In the *Level 2 Teacher's Guide*, the materials provide opportunities for oral discourse through questioning to support teaching comprehension. In Lesson 1, Step 6, "Reading Comprehension," the materials state, "Where do Tom and Will meet? What do you think they want to do? What happens instead? Do you think it hurt when Tom hit his leg? Why?."
- There is no guidance on using this opportunity for oral discourse to accommodate the learning of emergent bilingual students.

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

- The *Leveled Teacher's Guide* does not provide evidence supporting dual language immersion.

Phonics Rule Compliance

4.1	Explicit (Direct) and Systematic Phonics Instruction	9/9
4.1a	Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.	4/4
4.1b	Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.	2/2
4.1c	Materials include practice of phonics skills both in isolation and through decodable texts.	2/2
4.1d	Materials include opportunities for cumulative review of previously taught skills.	1/1

The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills. Materials include practice of phonics skills both in isolation and through decodable texts. Materials include opportunities for cumulative review of previously taught skills.

Evidence includes, but is not limited to:

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

- The "Introduction" and "The S.P.I.R.E Lessons" sections of the *Level 2 Teacher's Guide* explain the systematic ten-step model used in all "S.P.I.R.E. Lessons." In addition, the "Table of Contents" also shows the progression of the lessons within each "Level." Each skill begins with an "Introductory Lesson" and two "Reinforcement Lessons." In "Step 1," the teacher introduces a new phonogram card each day, spiraling through previously taught cards. The materials state, "Lesson plans and materials provide engaging tools designed to systematically and successfully guide students' abilities in phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension."
- The *Teacher's Guides* provide a "Scope and Sequence" that lists each phonics component and where it is introduced within each level. The phonics instruction begins with letters and letter-sounds in the Sounds Sensible Teacher's Guide and continues to build from that level to the following levels.
- *Grade 1 Level 3 Teacher's Guide* contains evidence of systematic and sequenced instruction. The "Introduction" section of this component lists the letters and their corresponding sounds in the order they are taught within this piece. The curriculum continues the progression that began in the grade K components by introducing letter combinations and whole irregular words after single letter-sounds were introduced and explicitly taught in grade K.

Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.

- The *Grade 1 Level 2 Teacher's Guide* includes an opportunity for students to engage in daily explicit phonics instruction and practice. "Step 2" includes several phonological awareness activities that vary by lesson to help students practice manipulating sounds. These lessons also include a "Phoneme Segmentation Sheet and Student Manipulatives Kit" utilized in this step. Teachers also have access to *S.P.I.R.E. STAR* to demonstrate using the manipulatives.
- *Grade 1 Level 3 Teacher Guide* includes an opportunity for students to engage in daily explicit phonics instruction and practice. Within "Step 3: Word Building" of each lesson, students and teachers work to use magnetic letters to build individual words using previously learned sounds, change phonemes to create new words with known letter-sounds, and, new to this level, begin writing words using the "Phoneme Grapheme Sheet" and other manipulatives. The lessons are divided into ten sequential and systematic steps. In all lessons, Step 1 includes a "Phonogram Card" review, Step 2 is "Phonological Awareness" (which often consists of the use of the Phoneme Segmentation sheet), Step 3 is "Word Building," Step 4 is "Decoding" and "Sentence Reading," Step 5 is "Pre Reading," Step 6 is "Reading," and Steps 7–10 are "Sound Dictation," "Prespelling," "Spelling," and "Sentence Dictation" respectively.
- The *Grade 1 Level 3 Teacher's Guide* allows students to engage in daily explicit phonics instruction and practice. Within "Step 3: Word Building" of each lesson, students and teachers work to use magnetic letters to build individual words using previously learned sounds, change phonemes to create new words with known letter-sounds, and, new to this level, begin writing words using the "Phoneme Grapheme Sheet" and other manipulatives.

Materials include practice of phonics skills both in isolation and through decodable texts.

- Materials include the practice of phonics through decodable texts. There are two sets of decodable texts to choose from for each level that follow the scope and sequence of the level. The *Level 3* guide describes the two levels, "Set A Decodable Readers consists of illustrated versions of texts from the *S.P.I.R.E. Workbook* and are meant to be read after students have already been taught the unillustrated version of the story. Set B Decodable Readers are original titles that use concept skills from this level. They provide further practice of the concepts, and each can be introduced at any time after the concept has been taught." For example, the first decodable text in Set 3A is "The Big Catch," and the first text in Set 3B is "Blake's Flying Class." Both feature the skill of open single syllables (so, he, fly).
- The *Grade 1 Level 2 and 3 Teacher's Guide* provides daily opportunities for students to practice phonics skills in isolation. For example, in "Reinforcing Lesson 1c: ff, ll, ss," students begin the lesson by reading words in isolation, such as "shell," "buff," "yell," "pass," and "whiff." Then, in "Step 6: Reading Comprehension" of the same lesson, students read words in context within "Passage p.22." For example, in "Reinforcing Lesson 3: ay," students begin the lesson by reading words in isolation, such as "stay," "play," "say," "pay," and "tray." Then, in "Step 6: Reading Comprehension" of the same lesson, students read words in context within "Words and Sentences."
- In the *Level 2 Workbook*, students are given opportunities to apply their phonics skills in isolation and decodable text. In "Lesson 2.1: ff, ll, ss," students read cuff, dill, twill, will, mess,

and mass words. They also read sentences such as "The bell fell in the well." in "Step 4: Words and Sentences."

Materials include opportunities for cumulative review of previously taught skills.

- In the *S.P.I.R.E. Decodable Readers*, students can practice reading words that utilize the phonics rules they have been taught previously. There are built-in opportunities for students to review previously taught skills. "S.P.I.R.E. spirals concepts—both as concepts progress within a level and from level-to-level as the program progresses." For example, in "Reinforcing Lesson 3a: ay" Lesson Overview, there is a review opportunity in Step 1: Phonogram cards to "review previously taught Phonogram Cards," and Step 9: Spelling to spell known and new words.
- The *Grade 1 Level 2 and 3 Teacher's Guides* include daily opportunities for cumulative review in "Step 1: Phonogram Cards. The "The SPIRE Lessons" portion of this component explains that students "Review all previously learned program cards" daily. In "Step 2" of each lesson, the students practice phonological awareness using several different strategies, such as rhyming, segmentation, and blending. The "Step 2" activities are spiraled through during the following lessons. "Step 3 Word Building" allows students to manipulate letters to create different words.
- In "Step 1: Phonogram Cards" of "Introductory Lesson 2: al," students always review previously learned phoneme/grapheme combinations. For example, the materials state, "Review all previously learned Phonogram Cards. Display Phonogram Cards 1–40." I will show these one at a time. When I show you a letter, say the letter's name and then its sound. In Step 1: Phonogram Cards" of the " Reinforcing Lesson 2b: al," students review previously taught Sight Word Cards. The materials state, "Review previously learned Sight Word Cards."

Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	4/8
4.2a	Daily lessons include explicit (direct) instruction with teacher modeling.	1/1
4.2b	Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.	1/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	2/4

The daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction. Daily lessons do not include opportunities for immediate and corrective feedback. Daily lessons include a variety of opportunities for students to practice through independent practice. Daily lessons do not include a variety of opportunities for students to practice through collaborative learning.

Evidence includes, but is not limited to:

Daily lessons include explicit (direct) instruction with teacher modeling.

- In the *Level 2 Teacher's Guide*, in the front matter under "The S.P.I.R.E. Lessons," teachers are given guidance for each step of the lesson. There is guidance on teaching strategies that can be utilized and different choices the teacher can make in delivering the lesson. There is also guidance for the amount of time suggested for each step.
- Each lesson includes ten direct and explicit instructional steps, many of which include teacher modeling. For example, in Reinforcing Lesson 3c: ay, Step 1, the teacher models the Phonogram Card 1, "I will show these consonants, vowels, letter teams, and vowel teams one at a time. "When I show a consonant or vowel, say the letter's name and then say its sound." "When I show a letter team or vowel team, say the name of the letters and then say their sound." Another example in the same lesson is in Step 10: "Sentence Dictation;" the teacher models the dictation process by saying, "Listen carefully as I say a sentence, and watch as I make a dash on the board for each word."
- In Step 1: "Phonogram Cards" of the *Level 2 Teacher's Guide*, the lesson requires teachers to provide students with explicit instruction through modeling. The materials include formatted (bolded) text to distinguish between scripting for teachers and potential student responses during daily phonics instruction. The materials state, "Write 'cliff' on the board, and draw a smile under ff. We pronounce this word /klif/. We don't say /k/ /l/

Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.

- The *Grade 1 Level 2 Teacher's Guide* provides opportunities for students to practice independently within each lesson. For example, in the "Independent Practice" section within

"Introductory Lesson 1: ff, ll, ss," students are completing independent work on pages 9 and 10 in their student workbook.

- Within each daily lesson, students have opportunities to practice independently. For example, in "Reinforcing Lesson" 3d: ay, students complete page 79 in their workbook. Teachers "read the instructions at the top and then complete the first incomplete sentence." Teachers then help students discuss what the word "lay" means and add it to the blank in the first sentence. Students then complete the page independently. "Independent Practice 2" is page 80 in their student workbook. Teachers are instructed to prompt students "to tell what they remember about the passage *The Rays of the Sun*." Then read and discuss the first question with students." Students then complete the rest independently. "If students are ready to read a new decodable book independently or in pairs, invite them to read *Set 3A: Decodable Reader The Rays of the Sun*."
- The *Level 2 Teacher's Guide* at the end of each lesson has a subsection titled "Independent Practice." This subsection contains two opportunities for students to apply their learning through independent practice, which they may work on while the teacher administers the Concept Assessment. The materials state, "While you are administering the Concept Assessment to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts. Most lessons are delivered in a small group setting but to the whole group at one time. Students are encouraged to read words or text to the group after each has attempted independently. The "Independent Practice" portion of the lesson states, "If students are ready to read a new decodable book independently or in pairs, invite them to *Set 2A Decodable Reader Help!*" While there are opportunities for students to practice independently, there is no evidence for collaborative practice opportunities.

Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

- The *Grade 1 Level 2 Teacher's Guide* provides opportunities for students to practice independently within each lesson. For example, in the "Independent Practice" section within "Introductory Lesson 1: ff, ll, ss," students are completing independent work on pages 9 and 10 in their student workbook.
- Within each daily lesson, students have opportunities to practice independently. For example, in "Reinforcing Lesson" 3d: ay, students complete page 79 in their workbook. Teachers "read the instructions at the top and then complete the first incomplete sentence." Teachers then help students discuss what the word "lay" means and add it to the blank in the first sentence. Students then complete the page independently. "Independent Practice 2" is page 80 in their student workbook. Teachers are instructed to prompt students "to tell what they remember about the passage *The Rays of the Sun*." Then read and discuss the first question with students." Students then complete the rest independently. "If students are ready to read a new decodable book independently or in pairs, invite them to read *Set 3A: Decodable Reader The Rays of the Sun*."
- The *Level 2 Teacher's Guide* at the end of each lesson has a subsection titled "Independent Practice". This subsection contains two opportunities for students to apply their learning through independent practice, which they may work on while the teacher administers the

Concept Assessment. The materials state, "While you are administering the Concept Assessment to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts. Most lessons are delivered in a small group setting but to the whole group at one time. Students are encouraged to read words or text to the group after each has attempted independently. The "Independent Practice" portion of the lesson states, "If students are ready to read a new decodable book independently or in pairs, invite them to *Set 2A Decodable Reader Help!*" While there are opportunities for students to practice independently, there is no evidence for collaborative practice opportunities.

Phonics Rule Compliance

4.3	Ongoing Practice Opportunities	6/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	2/2
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	1/1
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	1/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	2/2

The materials include intentional cumulative review and practice activities throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

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

- There are built-in opportunities for students to review previously taught skills. The *S.P.I.R.E.* program spirals concepts—both as concepts progress within a level and from level to level as the program progresses." For example, in "Reinforcing Lesson 3a: ay" Lesson Overview, there is a review opportunity in Step 1: "Phonogram cards" to "review previously taught Phonogram Cards," and Step 9: "Spelling to spell known and new words."
- The *Level 2 Teacher's Guide*, "Step 1," has the teacher spiraling back through the previous phonogram cards as a review before presenting the newest card. Throughout the rest of the ten steps, the focus of the work is on recognizing the new phonogram by hearing the sounds, building the word, reading sentences with the phonogram, finding words within a word find that have the phonogram, listening for sounds of words containing the phonogram, spelling words with the phonogram and sentence dictation using words with the phonogram. Each "Introductory Lesson" is followed by two "Reinforcement Lessons." There is a more thorough spiraling of previous learning within the "Reinforcement Lessons." The materials state, "While you are administering the Concept Assessment to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts. The actual practice opportunities can be found in the student workbooks."
- The *Grade 1 Level 2 and 3 Teacher's Guides* provide cumulative review throughout the curriculum. For example, each daily lesson has a section called "Step 1: Phonogram Cards." Within this section, the teacher "reviews all previously learned phonogram cards" with the students. The "Independent Practice" section includes a cumulative review of previously learned concepts with activities such as "answering comprehension questions," "building words," "matching text to images," "drawing illustrations for sentences," and "writing sentences for newly learned words."

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

- The *Level 3 Teacher's Guide* describes the relationship between taught and practiced phonics skills. "Each new concept is first presented in an Introductory Lesson, then practiced in Reinforcing Lessons along with previously taught concepts." For example, Introductory Lesson 3 focuses on ay. Students then practice identifying the ay sound in the "Phonological Awareness Step 2", build ay words such as pay, play, tray, stay, and may in Step 3, "Word Building," and decode words and read sentences with the ay sounds in them, such as play, playtime, sway, bray, and subway.
- The *Grade 1 Level 2 Teacher's Guide* includes a "Scope and Sequence" within the front of the book that lists the skills in the order they are taught. The *S.P.I.R.E. Level 2 Workbook* is designed for the student and includes a list of skills students will practice within the front of the book. These skills are the same skills listed in the "Scope and Sequence" within the teacher materials. The students work exclusively on skills taught in their practice workbook. In "Step 2" of each lesson, the students practice phonological awareness using several different strategies, such as rhyming, segmentation, and blending. The "Step 2" activities are spiraled through during the following lessons. "Step 3 Word Building" allows students to manipulate letters to create different words.
- The *Grade 1 Level 3 Teacher's Guide* includes a "Scope and Sequence" at the front of the book that lists the skills in the order they are taught. The *S.P.I.R.E. Level 3 Workbook* is designed for the student and also includes a list of skills students will be practicing at the front of the book. These skills are the same ones listed in the "Scope and Sequence" within the teacher materials. The students work exclusively on skills taught in their practice workbook.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Materials include the practice of phonics through decodable texts. There are two sets of decodable texts to choose from for each level that follow the scope and sequence of the level. The Level 3 guide describes the two levels, "Set A Decodable Readers consists of illustrated versions of texts from the *S.P.I.R.E. Workbook* and are meant to be read after students have been taught. For example, the *S.P.I.R.E. Decodable Readers Teacher's Guide* has specific directions on how to utilize the readers. At the teacher's guide's beginning is a section titled "What Makes a Book "Decodable." This section helps the teacher by listing the focus concepts and other phonemic skills necessary to read the text. Each set of books is listed at the back of the book by "Level," listing each title included for each set. Each "Level" has two sets of books. At the end of the lesson, in the "Independent Practice of Step 10," there is guidance for the teacher, letting them know which decodable reader would be appropriate after this lesson. For example, the first decodable text in Set 3A is "The Big Catch," and the first text in Set 3B is "Blake's Flying Class." Both feature the skill of open single syllables (so, he, fly).
- In Grade 1 in the *S.P.I.R.E. Decodable Readers Set 2A*, you can see the progression of phonics skills throughout the book. The first story starts with ff, ll, and ss phonics pattern words with short vowel sounds. Then, each story progresses and spirals into all phonics skills previously taught. From there, they move on to "al, wa, qu, ck tch"..., and the progression continues in

this manner, building and spiraling skills throughout the decodable book. The roof of this spiraling can be found at the end of each story titled "Previously Taught Skills."

- In the *S.P.I.R.E. Decodable Readers Set 2B*, you can see the progression of phonics skills throughout the book. The first story starts with "ff, ll, and ss" phonics pattern words with short vowel sounds. Then, each story progresses and spirals into all phonics skills previously taught. From there, they move on to "al, wa, qu, ck tch"..., and the progression continues in this manner, building and spiraling skills throughout the decodable book. The roof of this spiraling can be found at the end of each story titled "Previously Taught Skills."

Lessons include an instructional focus with opportunities for practice in isolation and connected text.

- Materials include the practice of phonics through decodable texts. There are two sets of decodable texts to choose from for each level that follow the scope and sequence of the level. The *Level 3* guide describes the two levels, "Set A Decodable Readers consists of illustrated versions of texts from the *S.P.I.R.E. Workbook* and are meant to be read after students have already been taught the unillustrated version of the story. The *Set B Decodable Readers* are original titles that use concept skills from this level. They provide further practice of the concepts, and each can be introduced at any time after the concept has been taught." For example, the first decodable text in *Set 3A* is "The Big Catch," and the first text in *Set 3B* is "Blake's Flying Class." Both feature the skill of open single syllables (so, he, fly).
- In the *Level 2 Teacher's Guide*, there are many opportunities for the teacher to guide students in practicing phonics skills through repeated phonogram cards and phonological awareness activities. In "Step 3," students practice word building using the phonemes and changing out phonemes to create new words. Students practice "Decoding and Sentence Reading" in "Step 4" of each lesson. "Steps 6 through 10" help students build reading fluency, comprehension, and spelling skills. "Step 10" is dictation practice. Students make dashes for each word they hear in a sentence and then attempt to write out each word.
- Lessons include an instructional focus with opportunities for practice in isolation and connected text. The *Grade 1 Level 3 Teacher's Guide* includes a "Lesson Overview" at the start of each lesson, which outlines what will be learned during that lesson. Initially, students will practice with their newly learned skill, in isolation, and then will practice the same skill with word reading, sentence reading, and eventually within decodable texts. For example, in "Reinforcing Lesson 3b: ay", students begin by reviewing the sound for the letter with "phonogram cards," and then in "Step 4: Decoding and Sentence Reading," students read sentences with the skill such as "Dad says you may stay and play." Finally, in "Step 6: Reading Comprehension," students practice the skill within short paragraphs.

Phonics Rule Compliance

4.4	Assessment	7/7
4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	2/2
4.4b	Materials include clear, consistent directions for accurate administration of assessments.	2/2
4.4c	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.	2/2
4.4d	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	1/1

The materials include a variety of assessment tools that are developmentally appropriate. Materials include clear, consistent directions for accurate administration of assessments. Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

Evidence includes, but is not limited to:

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

- The materials provide several developmentally appropriate assessment tools for teachers and students to use to gauge the mastery of the skills presented in the lessons. For example, there is a *Concept Mastery Fluency Drill*. "These one-minute drills in Introductory Lessons are administered one-on-one with each student. They provide students with additional practice to cease automaticity and achieve increasing fluency." These assessments contain a list of words for students to decode using the skills they learned in the previous lesson. The materials state, "Test students one at a time. This test is optional for students who scored 80% or better in *Concept Assessment 2.1a*. Select the students being tested and give the *Concept Assessment 2.1a*."
- The "S.P.I.R.E. Placement Test" booklet gives teachers directions for giving the placement tests to determine student levels. Students are assessed on phonograms and word lists. There are "Pre/Post" assessments with each "Level." The test is made up of four parts, including "reading decodable words and sentences, reading a decodable passage, responding to short-answer questions on the passage to assess comprehension and vocabulary." There is also a "Mid-Level Assessment" given halfway through the "Level."
- The *Overview of Assessments in S.P.I.R.E. 4th Edition* guide provides an overview of the assessments given within this curriculum. The *Overview of Assessments in S.P.I.R.E. 4th Edition* guide states that the S.P.I.R.E. curriculum "provides a variety of formal and informal assessment opportunities that allow administrators, parents, teachers, and students to track progress in fluency, concept mastery, spelling, and comprehension. "The types of assessments used within this curriculum are "placement tests," "pre and post" tests to measure student mastery of concepts, "mid" tests that assess students before the end of the

level, fluency assessments, and "concept" assessments that are given at the end of each "reinforcing" lesson to gauge students ability to connect concepts.

Materials include clear, consistent directions for accurate administration of assessments.

- The *S.P.I.R.E. Placement Test* guide is available for all grade levels. Within this guide are "placement test directions" that clearly prepare the test administrator to present the assessment to students. The test directions are divided into sections that match the sections of the assessment. Materials include an *Assessment Guide* for teachers that provides clear instructions for the administration of assessments. For example, for the "Level 3 Mid-Level Test," the "Overview" describes the two parts of the assessment, "Part 1: Spelling and Part 2: Decodable Words." For "Part 1: Spelling," teachers are guided, "Ensure that each student has a copy of Part 1 of the test; dictate the words to the group. After you dictate the word "watch," allow several seconds for students to write the word, and when completed, collect student work." A script is also provided, "To administer Part 1, state the following: 1. I will say a word, and you will write the word. Concept 1, Word 1 is spy. Write spy."
- The *Grade 1 S.P.I.R.E. 4E Assessment Level 2* and *Level 3* include test preparation notes and administration instructions for the teacher to accurately administer assessments within this guide. *The S.P.I.R.E. 4E Assessment Level 2* guide contains clear instructions for administering the "Pre- and Post" assessments, "Level Assessments," "Concept Mastery Fluency Drills, and "Concept Assessments." " The guide gives the teacher details on how to score the assessment. The guidance also gives directions on continuing to monitor student progress "on the *Level 2 Assessment Summary Sheet*."
- The "Level 2 Pre-/Post-Test Administration, Scoring, and Reporting" section of the *Level 2 Assessment and Instruction Blackline Masters Book* provides guidance for the teacher on how to administer the "Pre-/Post-Tests" clearly. The materials state: "Show the students Part 1 and direct them to read the words from left to right. Do not stop the student, even if an error is made. Indicate errors by circling any misread words in the recording sheet. When completed, collect student work. To administer Part 1, state the following: "I will say a word, and you will write the word. Concept 1 word 1 is yell. Write yell."

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

- Materials include a variety of assessments that are progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Each level has a "Pre/Post Test" that "provides the opportunity to measure student mastery of level concepts by administering the same assessment before starting, and after completing the level." Each level also has a "Mid-Level Test" that "assesses student mastery of the concepts taught in the first half of the level, checking spelling and decoding skills, concept-by-concept." Materials also provide *Concept Mastery Fluency Drills and Concept Assessments*. The "fluency drills" are "one-minute drills that provide students with additional practice to increase automaticity and achieve increasing fluency with key, high-frequency decodable words." *The Concept Assessments* are "assigned at the end of each *Reinforcing Lesson* and

assesses students' ability to decode words and sentences that connect the concept covered in those lessons and determine whether the student is ready to move to the next concept."

- The *Grade 1 Level 2 Teacher's Guide* includes a "Mid-Level Test" administered after lesson 5 in the Level 1 Teacher Guide. This assessment, according to the *S.P.I.R.E. 4E Assessment Level 2 Guide*, "measures the retention of previously learned concepts in this level." The *Level 1 Teacher's Guide* provides assessment opportunities at the end of each "Introductory Lesson" and again at the end of the "Reinforcement Lessons." Teachers are given guidance on determining if a student is ready to move to the next level. A recording sheet is included in the back of the "Blackline Masters" titled "Level 2 Assessment Summary Sheet and the Concept Mastery Fluency Drill Summary Sheet." These sheets allow teachers to track student progress throughout the "Level." The "Level 2 Mid-Level Test" in the *Level 2 Assessment and Instruction Blackline Masters Book* was designed to support teachers in measuring students' "retention of previously learned concepts in the level."

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

- Materials include a *Mid-Level Test* divided by concepts and consists of two parts: "Spelling and Decodable Words." For example, in the *Level 3 Mid-Level Test*, the assessment is divided into Concepts 1: so, he, fly. Students spell five words and decode ten words with this pattern and are scored out of 15. The assessment continues to "Concept 2: Exceptions," where students spell five words with this pattern and decode ten words. Each section is scored separately. The remainder of this assessment is "Concept 3: ay and Concepts 4: -ed."
- The *Overview of Assessments in S.P.I.R.E. 4th Edition Guide* provides an overview of the assessments given within this curriculum. The *Overview of Assessments in S.P.I.R.E. 4th Edition Guide* states that the *S.P.I.R.E.* curriculum "provides a variety of formal and informal assessment opportunities that allow administrators, parents, teachers, and students to track progress in fluency, concept mastery, spelling, and comprehension." The types of assessments used within this curriculum are "placement tests," "pre and post" tests to measure student mastery of concepts, "mid" tests that assess students before the end of the level, fluency assessments, and "concept" assessments that are given at the end of each "reinforcing" lesson to gauge students ability to connect concepts. The materials state, "The Pre/Post-Test for each level provides the opportunity to measure student mastery of level concepts by administering the same assessment before starting and after completing the level."
- The "S.P.I.R.E. Placement Test" booklet gives teachers directions for giving the placement tests to determine student levels. Students are assessed on phonograms and word lists. There are "Pre/Post" assessments with each "Level." For example, the test comprises four parts: "reading decodable words and sentences, reading a decodable passage, responding to short-answer questions on the passage to assess comprehension and vocabulary." A "Mid-Level Assessment" is also given halfway through the "Level." Each phonics skill has a "Concept Test" to help teachers monitor progress throughout the lessons. The "Level 2 Mid-Level Test" in the *Level 2 Assessment and Instruction Blackline Masters Book* was designed to support teachers in measuring students' "retention of previously learned concepts in the level." This midpoint

can be used with the pre-and post-tests for each level and the daily Concept Assessments used for progress monitoring.

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	1/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	1/1
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	0/2
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	0/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	0/1

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials do not include data-management tools for tracking whole-class student progress to analyze the patterns and needs of students. Materials do not include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Materials do not include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

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

- The materials provide a recording form or summary sheet for every assessment within each level. "All assessments are supported by recording forms that can be customized for each student." For example, the *Concept Recording Form* has a place to record the Lesson number and the number of single words and sentences read correctly. The form has a formula that allows teachers to determine if the student has mastered each concept at 80% and is ready to move on to the next concept. Another example is the *S.P.I.R.E. Level 2 Assessment* has several options for assessment tools. "Pre/Post Assessments, Mid-Level Assessments, and Concept Assessments." Each of these tools has recording sheets for teachers to track student progress.
- The *S.P.I.R.E. STAR Overview*, "Getting Started," and "Tutorial" include all of the lessons and assessments available in an online tool. The guide gives several screenshots and descriptions of how to "Analyze Reports" that are recorded online.
- The materials provide a *S.P.I.R.E., Ancillary Content, and Fluency Tracking Sheet* to track individual student progress throughout *Level 2*. The materials state, "All assessments are supported by recording forms that can be customized for each student." Summary and Tracking Sheets support progress monitoring throughout the level. While there are tools to be used to track individual progress monitoring data, there is no guidance regarding instructional decisions on acceleration. In addition, the *Grade 1 S.P.I.R.E. 4E Level 2 and 3 Blackline Master*

includes the "Concept Recording Form," "Level 1 Assessment Summary Sheet," "Concept Mastery Fluency Summary Sheet," and "Fluency Tracking Sheet" to track individual progress.

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

- The materials provide a *S.P.I.R.E.*, "Ancillary Content," and *Fluency Tracking Sheet* to track individual student progress throughout *Levels 2 and 4*. The materials state, "All assessments are supported by recording forms that can be customized for each student." The *Summary and Tracking Sheets* support progress monitoring throughout the level. While there are tools to track individual progress monitoring data, there are no tools to track trends across whole-class data. The only tool that tracks data for a whole class must be purchased separately through the *STAR Digital component*. While there are tools to track individual progress monitoring data, there are no tools to track trends across whole-class data.

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

- Materials do not include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. The *Grade 1 Level 2 Teacher Guide* includes a "Mid-Level Test" administered after "lesson 5" in the Level 1 Teacher Guide. This assessment, according to the *S.P.I.R.E. 4E Assessment Level 1* guide, "measures the retention of previously learned concepts in this level." After each "Reinforcing Lesson," teachers are instructed to prepare to administer the "Concept Assessment" to students who scored 80% or better on the previous concept assessment.

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

- The materials provide opportunities to monitor students' progress daily. This *Concept Assessment* can be found at the close of each lesson in the *Level 2 Teacher's Guide*. The materials state, "Test students one at a time. This test is optional for students who scored 80% or better in "Concept Assessment 2.1a." Select the students being tested and give the Concept Assessment 2.1a." While there is guidance on when progress monitoring is needed, there is no guidance regarding acceleration.
- The materials provide opportunities to monitor students' progress daily. The *Concept Assessments* can be found at the close of each lesson of the *Level 3 Teacher's Guide*. The materials state, "Test students one at a time. This test is optional for students who scored 80% or better in 'Concept Assessment 2.1a'. Select the students being tested and give the Concept Assessment 3.1b." While there is guidance on when progress monitoring is needed, there is no guidance regarding acceleration.

Foundational Skills

5.B.1	Oral Language Development	8/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	0/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	2/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	6/9

The materials do not include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials include some opportunities for students to engage in academic communication for different purposes and audiences, but not social communication. Materials include authentic opportunities for students to listen actively, engage in discussion to understand information, and share information and ideas. Materials do not include authentic opportunities for students to ask questions.

Evidence includes, but is not limited to:

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

- The materials do not include explicit and systematic instructional guidance on developing oral language and oracy. However, they do include examples of phonological activities. For example, the "ten steps" in the *Level 2 Teacher's Guide* are listed in each lesson. Guidance and opportunities for oral language and oracy development are found within several of the steps. For example, "Steps 1 and 2" spend 10 minutes reviewing phonogram cards and a "phonological awareness" activity such as "rhyme" providing "sound categorization/identification." rhyme categorization." blending." sound providing." and "segmentation." "Step 1" continues to introduce new phoneme cards and spiral through previous cards. "Step 2" continues to work on "Phonological Awareness" activities such as rhyming, segmenting, and blending. Each level follows the same pattern in presenting, reviewing, and independent practice for student instruction. Students may be asked to change a word by saying it while touching the word bubble labeled 'old' and then saying the new word and touching the word bubble labeled 'new.' "Steps 7–10" involve sound dictation, repelling, spelling, and sentence dictation. In these steps, students" repeat ten dictated sounds, name the letters for each sound, and then write the letters, naming them again as they write." When the dictation is complete, "students read back all ten letter-sounds, naming the letter and saying the sounds." Students spell the dictated words by saying each word, writing it on their palm, and writing the word on their paper.

- Students practice oral speaking through phonemic awareness activities, but the materials' instructional guidance on developing oral language and oracy through a variety of methods. For example, in *Lesson 2- Step 1 Phonogram Cards*, the teacher introduces the grapheme and provides explicit instruction regarding pronunciation; then students practice doing the same. The materials state, "What is the key word of al? (ball) The keyword helps us "unlock" the sound to remember it. The sound the letters all make is /ol/. What sound does al make? (/ol/) Say /ol/. (/ol/) Listen as I say al, /ol/. Now listen as I say the keyword and its sound: ball,/ol/."
- Students practice oral speaking through phonics and phonemic awareness activities, but the materials do not include instructional guidance on developing oral language and oracy through a variety of methods. The *Grade 1 Level 3 Teacher's Guide* has a section called "Step 4: Decoding and Sentence Reading." Within this section, teachers give students the opportunity to practice oral language skills through guided practice by addressing "challenging words that students will come across in the lesson" and "synonyms, homonyms, and multiple-meaning words."

Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)

- The materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, in the *Grade 1 Level 2 Teacher's Guide*, the materials include scripted lessons with opportunities for students to communicate by creating and describing the mental picture they see in their minds. The materials state, "What picture did you see in your mind as you read this sentence? (Answers will vary)" This process is repeated with up to five sentences. While the materials include opportunities for academic communication, they do not offer opportunities to communicate with varying audiences.
- In the *Level 2 Teacher's Guide*, students have several opportunities to communicate with others during the lesson. In "Step 6 Reading," students begin the reading activity with the teacher's help. As students become more comfortable with the sentences, they are encouraged to read them to each other. In "Step 10 Independent Practice," the instructions have students turn to a page in their workbook. "Discuss the illustration, Identifying each picture." For example, in Level 2, Introductory Lesson 2: al, Step 6 Reading, students identify words with al in them. Students take turns reading their circled words aloud. They repeat this with sentences that contain all words, reading the words and then the sentences that contain the words.
- The materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, in the *Grade 1 Level 2 Teacher's Guide*, the materials include scripted lessons with opportunities for students to communicate by creating and describing the mental picture they see in their minds. The materials state, "What picture did you see in your mind as you read this sentence? (Answers will vary)" This process is repeated with up to five sentences. The materials do not include opportunities for students to engage in social communication for different purposes and audiences.

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

- Materials include authentic opportunities for students to listen actively and engage in discussion to understand information, as well as share information and ideas. For example, the materials in *Grade 1 Level 2 Teacher's Guide* include scripted lessons with opportunities for students to listen to words and respond by segmenting the words into individual phoneme sounds. The materials state, "This is the word cliff. What is the word? (cliff) In the word cliff, what letter says /i/? (i) In the word cliff, what letter says /k/? (c) In the word cliff, what letter says /l/?..." For example, the materials in *Grade 1 Level 2 Teacher's Guide* include scripted lessons with opportunities for students to engage in discussion by responding to questions that allow students to make connections and build background knowledge before reading. The materials state, " Sometimes we get gifts that we can't use until we are older. Have you ever gotten a gift that you couldn't use immediately? (Answers will vary) How did it make you feel? Do you think it's unfair to have to wait?" While there are opportunities to listen and discuss, there are no opportunities for students to ask questions during the lessons.
- The *S.P.I.R.E. Decodable Readers Teacher's Guide* has "Foundational Skill Activities" that allow students to listen, discuss, and share information and ideas. For example, under the "Phonics and Word Recognition" section, the activity "Beginnings and Endings" allows students to sort words by prefix or suffix, write the words in a journal, swap their list with a partner, and read the words aloud, and finally discuss and add more words to the list beyond what is found in the book. The guide states that students have the opportunity to actively listen, ask questions, and engage in discussions through activities such as "It's a Book," "Sentence Style," and "Rhyme Time." For 1st grade, the guidance given is for "Print Concepts, Phonological Awareness, Phonics, and Word Recognition and Fluency."
- Materials include authentic opportunities for students to listen actively and engage in discussion to understand information, as well as share information and ideas. In the *Level 2 Teacher's Guide*, each lesson provides "Step 6 Reading Comprehension." In this step, students discuss a passage that has been read independently. Some of the lessons include a graphic organizer for the information gathered from the text. Some discussion happens prior to reading the passages. While there are opportunities for students to respond and engage in some discussions, no evidence is found showing students asking questions.

Foundational Skills

5.C.2	Letter-Sound Correspondence	18/18
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)	4/4
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	2/2
5.C.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3)(S)	12/12

The materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text.

Evidence includes, but is not limited to:

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

- The S.P.I.R.E. program refers to *Grade 1 Level 2 and 3 Teacher's Guides* as a "Spiraling Curriculum." *S.P.I.R.E.* states, "S.P.I.R.E. is unique in its depth and intensity, providing the resources needed to differentiate instruction. Recently learned concepts are spiraled into all lessons that follow, thus providing additional practice with all previously taught skills. Students have many opportunities to build on their knowledge by reading decodable and sight words from the previous lessons, words from earlier in the level, and all words from previous levels. These listed practice opportunities allow students to engage in decoding and encoding activities.
- The *Level 2 Teacher's Guide* explains that "S.P.I.R.E. gradually moves students through a developmental process from emergent levels of literacy to early reading to accomplished, fluent reading." This is apparent in the way *Level 2* builds upon the previous units, adding more complex sound-spelling patterns to their knowledge base. The *Level 3 Teacher's Guide* explains, "S.P.I.R.E. gradually moves students through a developmental process from emergent levels of literacy to early reading to accomplished, fluent reading." This is apparent in the way *Level 3* builds upon the previous units, adding more complex sound-spelling patterns to their knowledge base.

- In the *Level 2 Teacher's Guide*, there is a "table of contents" that shows the order of the lessons, including the decodable readers that accompany each lesson. As students move through the lessons, each lesson reviews previously taught phoneme cards prior to adding the new learning for the day. Each lesson follows a ten-step lesson cycle that guides the teacher with a script to follow and other examples to use during the lesson. For example, "The sound the letters ff make together is /f/. Say ff /f/, cliff /f/."

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

- The *Grade 1 Level 2 Teacher's Guide* provides explanatory feedback for the instructor to ensure that the sound for the /a/ letter team is pronounced correctly. It also gives examples of corrective feedback for students who incorrectly produce the sound. Explicit instruction for connecting phonemes to make words is in the "Word Building step." One example is, "We will build some words with our new ff, ll, and ss consonant teams. If a one syllable word ends with a /f/, /l/ or /s/ sound that follows an /a/, /i/, /o/, /u/ or /e/ sound, we will see the yellow Small Letters ff, ll or ss to spell the word."
- In Introductory Lesson 1 of the *Level 2 Teacher's Guide*, the materials provide information to the teacher to help combat the common misconception students have regarding the "Floss Rule," where the double f, l, and s make only one sound and not two. The materials state, "Lesson 1 ff, ll, ss teaches students that when they see consonants ff, ll, or ss at the end of a one syllable word with one vowel, they will pronounce only one f, l, or s. When students write a word with ff, ll, ss during this lesson, have them draw a curved line (smile) under those letters to show that they make one sound together." The short statement gives the teacher some background, such as "The lesson 4 Consonant -le syllables introduces the consonant +le syllables. These syllables are only found at the end of a word." There is evidence of detailed lessons that script what the teacher should say and what the teacher should expect from students as a response.
- The materials include scripted lesson plans that guide the teacher in providing direct and explicit instruction focused on connecting phonemes to letters within words. The materials state, "What are these letters? (ck) These two letters make the sound /k/ when they are together. When you see the letters ck together, they will always make the sound /k/, like in the word clock. They come after the vowel sound at the end of a syllable." The *Grade 1 Level 3 Teacher's Guide* provides explanatory feedback for the instructor to ensure that the sound for the /u/ sound, as in "enough," is pronounced correctly. It also gives examples of corrective feedback to give to students in case they are incorrectly producing the sound.

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

(S)

- The *Leveled Teacher's Guide* gives the teacher instructions on utilizing several instructional methods throughout the lesson. The lessons utilize "letter cards," "word cards," "whiteboards," "letter markers," "worksheets," "finger motions," "modeling," "decodable readers," "graphic organizers," and "dictation recording sheets." The teacher is also instructed to utilize writing, using manipulatives, hand motions, repeating, and listening for phonological awareness. The *Grade 1 Level 2 Teacher's Guide* is what *S.P.I.R.E* calls a "Spiraling Curriculum." *S.P.I.R.E* states, "*S.P.I.R.E* is unique in its depth and intensity, providing the resources needed to differentiate instruction. Recently learned concepts are spiraled into all lessons that follow, thus providing additional practice with all previously taught skills. Students have many opportunities to build on their knowledge by reading decodable and sight words from the previous lessons, words from earlier in the level, and all words from previous levels. These listed practice opportunities allow students to engage in decoding and encoding activities. In the *Level 2 Teacher's Guide*, *Step 4* is always "Decoding and Sentence Reading." This step allows students to practice reading decodable words in isolation and context. The materials state, "Put your finger under the first word and say it aloud. (tack) Is there a ck consonant team in the word? (yes) Draw a smile under ck, linking the two letters. What sound does ck make? (/k/)... Read the whole word, putting your finger under the word's first letter (tack). Then say it fast. (tack)"
- The *Grade 1 In the Level 2 Teacher's Guide*, *Step 6* always involves reading. This step allows students to practice reading decodable words in context and decodable texts. For example, in "Reinforcing Lesson 7–12a," students are asked to read a passage from their workbook titled: "The Whale." The decodable texts within *S.P.I.R.E* are also 100% decodable, which allows for the spiraling of previously taught skills within each decodable reader and passage. The *Level 3 Teacher's Guide* is what *S.P.I.R.E* refers to as a "Spiraling Curriculum." *S.P.I.R.E* states, "*S.P.I.R.E* is unique in its depth and intensity, providing the resources needed to differentiate instruction. Recently learned concepts are spiraled into all lessons that follow, thus providing additional practice with all previously taught skills. Students have many opportunities to build on their knowledge by reading decodable and sight words from the previous lessons, words from earlier in the level, and all words from previous levels. These listed practice opportunities allow students to engage in decoding and encoding activities.
- The *S.P.I.R.E. Decodable Readers Teacher's Guide* has specific directions on the best ways to utilize the readers. At the beginning of the teacher's guide is a section titled "What Makes a Book "Decodable." This section helps the teacher by listing the focus concepts and other phonemic skills necessary to read the text. Each set of books is listed at the back of the book by "Level," listing each title included for each set. Each "Level" has two sets of books. At the end of the lesson, in the "Independent Practice of Step 10," there is guidance for the teacher, letting them know which decodable reader would be appropriate after this lesson.

Foundational Skills

5.D.1	Phonological Awareness (K–2)	8/12
5.D.1a	Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	4/4
5.D.1b	Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	0/2
5.D.1C	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3)(S)	4/6

The materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). Materials do not include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop and practice phonological awareness skills connected to grade-level TEKS. Materials do not include a variety of activities and resources for students to reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).

Evidence includes, but is not limited to:

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

- The *Grade 1 Level 2 Teacher's Guide* includes a section called "The S.P.I.R.E. Lessons." This section gives a rationale for the types of activities and their progression. The materials state, "One to three of the following activities appear in each lesson, altogether using no more than ten words." These activities include rhyming, sound categorization, rhyme categorization, blending, and segmentation. These activities start simply and progress naturally to more complex activities. The *Level 2 Teacher's Guide* provides guidance for "Phonological Awareness" in "Step 2" of each lesson. In the lessons, students will complete "one to three of the following activities" - "Rhyme Providing, Sound Categorization/Identification, Rhyme

Categorization, Blending, Sound Providing, and Segmentation." In "Step 2," students will also utilize the "Student Manipulative Kit" using chips to represent sounds in words. The *Grade 1 Level 3 Teacher's Guide* includes "The S.P.I.R.E. Lessons." This section gives a rationale for the types of activities and their progression. The materials state, "One to three of the following activities appear in each lesson, altogether using no more than ten words." These activities include rhyming, sound categorization, rhyme categorization, blending, and segmentation. These activities start simply and progress naturally to more complex activities. In the introduction of the Level 3 Teacher's Guide, there is guidance on "Step 2: Phonological Awareness." In this step in each lesson, students will complete "one to three of the following activities" - "Rhyme Providing, Sound Categorization/Identification, Rhyme Categorization, Blending, Sound Providing, and Segmentation."

- The *Level 2 Teacher's Guide* lessons increase in complexity by having students give the sounds they hear in the word "pass" and then doing the same for words like "swell and ship." Near the end of the "Level 2" book, students work on words using the cve pattern. Guidance on "Step 2: Phonological Awareness." In this step in each lesson, students will complete "one to three of the following activities" - "Rhyme Providing, Sound Categorization/Identification, Rhyme Categorization, Blending, Sound Providing, and Segmentation."

Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR

2.A & 2.A.2) (T)

- The *Grade 1 Level 2 Teacher's Guide* includes direct and explicit instruction of "phonological skills" within each step of the provided lessons. At the front of the book is a section called "The SPIRE Lessons." Within the "Independent Practice" section, the guide gives instructions and rationale on what to do when students make errors. The guide states, "If there are many errors in the Independent Practice, the level needs to be reassessed and concepts reviewed." This is the only mention of what to do with sticker errors within the *Level 1 Guide*. The guide continues, stating, "If there are many errors in the Independent Practice, the levels need to be reassessed and concepts reviewed. Independent Practice should be corrected daily and errors explained to -and corrected with - students." For example, in the *Level 2 Teacher's Guide*, the script states, "Say bell. (bell) Say a word that rhymes with a bell. (Sample answers: well, sell, tell) Repeat the activity with the words doll, dress, sniff, and fill. While these materials provide direct and explicit instruction, there is no evidence of common errors or misconceptions.
- The *Grade 1 Level 3 Teacher's Guide* includes direct and explicit instruction of "phonological skills" within each step of the provided lessons. Within the front of the book, there is a section called "The S.P.I.R.E. Lessons." Within the "Independent Practice" section, the guide gives instructions and rationale on what to do when students make errors. The guide states, "If there are many errors in the Independent Practice, the level needs to be reassessed and concepts reviewed." This is the only mention of what to do with sticker errors within the *Level 1 Guide*. The guide continues, stating, "If there are many errors in the Independent Practice, the levels need to be reassessed and concepts reviewed. Independent Practice should be corrected daily and errors explained to -and corrected with - students."

- In the *Level 3 Teacher's Guide*, the explanation at the beginning of the "Introductory Lessons" occasionally will directly address the skill that will be in the "Phonological Awareness" activity, such as "Lesson 3 ay introduces the concept of vowel teams - two vowels that work together to make one sound. The vowel team ay appears at the end of a word or syllable and makes the sound /a/." The "Phonological Awareness" activity states, "I will say a word. Repeat the word, and if the word has the /a/ sound at the end, hold up your hand." The feedback does not concern the actual phonological awareness. For example, in the *Level 3 Teacher's Guide*, the script states, "Say my. (my) Say a word that rhymes with my. (Sample answers: why, spy, try) That's correct. My and ____ rhyme. Repeat the procedure with the following words: so, we, song, and go. While these materials provide direct and explicit instruction, there is no evidence of explanatory feedback.

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

- The materials include a variety of activities for students to develop and practice phonological awareness skills. The activities build skills, and the word's difficulty increases throughout the lessons. The *Grade 1 Level 2 Teacher's Guide* includes a section at the beginning of the guide called "The S.P.I.R.E. Lessons." This section has a rationale and explanation for the types of learning modalities used within the guide. The guide states, "The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning. These modalities are evidence of multiple strategies used within this guide to increase student memory. The materials do not include a variety of resources for students to reinforce phonological awareness skills.
- The *Grade 1 Level 3 Teacher's Guide* includes a section at the beginning of the guide called "The SPIRE Lessons." This section has a rationale and explanation for the types of learning modalities used within the guide. The guide states, "The ten steps in each SPIRE lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning. These modalities are evidence of multiple strategies used within this guide to increase student memory. The lessons include various phonological awareness activities for teachers to use during instruction. For example, the *Level 2 Teacher's Guide Reinforcing Lesson 1a* has two phonological awareness activities. One example from the script states, "Say pass. (pass) What is the first sound you hear in the word pass (/p/) What vowel sound do you hear in the word pass? (/a/) What is the last sound you hear in the word pass (/s/)." In the *Level 2 Teacher's Guide*, students utilize their "Student Manipulative Kits" to demonstrate sounds in words and help them understand which sounds to replace. In each lesson, the students practice different skills, and lessons build complexity by utilizing more complex words with multiple syllables. The lessons include various phonological awareness activities for teachers to use during instruction. For example, in the *Level 2 Teacher's Guide Reinforcing Lesson 2c*, a segmenting phonological awareness activity utilizes manipulatives. The script states, "The first word is toss. How many sounds do you hear in the word toss? (3) Make a dash on the board for each sound as you say it: /t/ /o/ /s/. Bring down a rectangle for each syllable you

hear. Now say /t/, and bring down a white circle. (/t/)..." While the TEKS are not mentioned, the skills taught align with TEKS.

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	11/13
5.D.2a	Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)	3/3
5.D.2b	Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	0/2
5.D.2c	Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)	2/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S)	6/6

The materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials do not include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Level 1 Teacher Guide also includes decodable texts for students to practice previously taught skills, including "phonemic elements that allow students to approximate the sound needed to decode the word." In the *Level 2 Teacher's Guide*, the materials provide a systematic sequence for progressing from sound identification to phoneme segmentation. In *Lesson 1*, the materials state, "Say pass. (pass) What is the first sound you hear in the word pass? (/a/) What is the last sound you hear in the word pass? (/s/) Repeat the activity with swell, glass, chaff, and ship." While students work to develop and practice phoneme isolation and identification skills, they are never asked to distinguish between long and short vowel sounds.

- *Grade 2 Level 5 Teacher's Guide* includes a systematic sequence for introducing Phonemic Awareness activities. These skills start at the most basic such as "auditory rhyming identification" and move to more complex skills such as "word segmentation."
- In the *Level 2 Teacher's Guide*, the materials provide a systematic sequence for progressing from sound identification to phoneme segmentation. In Lesson 1, the materials focus on phoneme identification, and in reinforcing *Lesson 1c*, the materials state, "The first word is toss. How many sounds do you hear in the word toss? (3) Make a dash on the board for each sound as you say it: /t/ /o/ /s/. Bring down a rectangle for each syllable you hear. Now say /t/, and bring down a white circle. (/t/)..."
- In *Level 2 Teacher's Guide*, the students work only with short vowels until lesson 7. Students are blending and segmenting words with digraphs. In lesson 7, students are introduced to ice words. Students are shown the words "Sam, cap and mad." The teacher adds the "e" to the ends of the words to make long words. In the next step of the lesson, students listen as the teacher reads two words such as "cake and flag." Students are to raise their hands when they hear a word with a long sound. In the lesson "7–12a," students are asked to substitute vowel sounds to create new words. Students do not call the vowel sounds long or short but identify the letter-sounds they hear.

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

- The *Grade 1 S.P.I.R.E.* curriculum components include systematic and explicit Phonemic Awareness practices and instructions. The materials do not include explanatory feedback for student misconceptions and errors, specifically for Phonemic Awareness. In the *Level 2 Teacher's Guide*, the materials provide explicit and systematic scripted instruction in phonemic awareness. The materials state, "Put your circles in the gray box at the top of the page. I will say a word, and you will bring down a circle for each sound you hear. Use the green circle for vowels. Use the white circles for consonant sounds. Model the activity with the word miss. First, say miss, then say /m/ as you bring down a white circle. Say /i/ as you bring down the green circle. Then say /s/ as you bring down a white circle." While the materials include scripted explicit instruction, they do not include explanatory feedback to support teachers' instruction on specific topics.
- The *Grade 1 S.P.I.R.E.* curriculum components include systematic and explicit Phonemic Awareness practices and instructions. The materials do not include explanatory feedback for student misconceptions and errors, specifically for Phonemic Awareness. In the *Level 2 Teacher's Guide*, the materials provide explicit and systematic scripted instruction in phonemic awareness. The materials state, "The first word is toss. How many sounds do you hear in the word toss? (3) Make a dash on the board for each sound as you say it: /t/ /o/ /s/. Bring down a rectangle for each syllable you hear. Now say /t/, and bring down a white circle. (/t/)..." The materials do not include feedback boxes to support teachers' instruction on specific topics. In the *Level 2 Teacher's Guide*, in "Step 3 Word Building," teachers are given a script to follow with expected responses from students. In this section, the teacher leads the majority of the lesson, with students giving mostly one-sound or word responses. In this step

of the lesson, there is no evidence of feedback for students based on common errors or misconceptions.

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

- The *Grade 1 Level 2 Teacher's Guide* includes a rationale behind the step progression in the lessons within a section titled "The S.P.I.R.E. Lessons," which states that students "orally analyze the phoneme-grapheme relationships in the first word" of the previous steps spelling list. The lessons in the "Level 2 Guide" support students in transitioning from oral spelling language activities to basic encoding activities. The *Level 2 Teacher's Guide* includes explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text. This instruction can be found in Step 3: The word building of every lesson. In lesson 2, the materials state, "In this step, students segment the sounds in the word using their hands. Then, they use the *Small Letter Set from their Manipulatives Kit* to build words. Say sniff. How many sounds do you hear in the word sniff? Segment the sounds using your fingers: /s/ /n/ /i/ /f/. We hear four sounds in the word sniff. What is the first sound you hear in sniff? (/s/) What letter makes the /s/ sound? (t) Bring down the Small Letters..." The lesson continues walking students step by step through segmenting sounds and connecting individual phonemes to the grapheme that represents them to support students in encoding. After encoding the word, students blend the graphemes to decode the word.
- The *Grade 1 Level 3 Teacher's Guide* includes a rationale behind the step progression in the lessons within a section titled "The S.P.I.R.E. Lessons," which states that students "orally analyze the phoneme-grapheme relationships in the first word" of the previous steps spelling list. The lessons in the "Level 3 Guide" support students in transitioning from oral spelling language activities to basic encoding activities. The *Level 2 Teacher's Guide* includes explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text. This instruction can be found in Step 3: The word building of every lesson. In lesson 2, the materials state, "In this step, students segment the sounds in the word using their hands. Then, they use the Small Letter Set from their Manipulatives Kit to build words. Say toss. How many sounds do you hear in the word toss? (3) What is the first sound you hear in toss? (/t/) What letter makes the /t/ sound? (t) Bring down the Small Letter t..." The lesson continues walking students step by step through segmenting sounds and connecting individual phonemes to the grapheme that represents them to support students in encoding. After encoding the word, students blend the graphemes to decode the word.
- In the *Level 2 Teacher's Guide*, in "Step 2 Segmenting," students now use different-colored chips to represent consonant sounds rather than vowel sounds. In "Step 3, Word Building," students begin working with consonant and vowel teams and using chips to represent the one sound made by the team. As they take the words apart, they move the small letters, say the sounds of the words, and then blend them to make the words.

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

- The materials in the *Level 3 Teacher's Guide* provide a variety of activities to support students in developing, practicing, and reinforcing their phonemic awareness skills. For example, in *Lesson 2*, students must segment words into individual phonemes, and in *Lesson 2*, students isolate and identify individual phonemes. Many of these activities include using manipulatives to reinforce learning and increase student engagement. These activities are spiraled throughout the unit to ensure cumulative review.
- The *Grade 1 Level 2 Teacher's Guide* includes a section at the beginning of the guide called "The SPIRE Lessons." This section has a rationale and explanation for the types of learning modalities used within the guide. The guide states, "The ten steps in each SPIRE lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning. These modalities are evidence of multiple strategies used within this guide to increase student memory. In the *Level 2 Teacher's Guide*, students continue phonological awareness by spiraling through different activities in this section, such as rhyming and segmenting. In the following section, "Word Building," students utilize colored tokens to represent consonant versus vowel sounds by using white and green chips. Each lesson provides some practice from prior lessons in the "Phonogram Card" review. Each level has cumulative assessments at the end of each *Introductory/Reinforcement lesson*, *Mid Level Assessment*, and pre/post assessments.
- The *Grade 1 Level 3 Teacher's Guide* includes a section at the beginning of the guide called "The SPIRE Lessons." This section has a rationale and explanation for the types of learning modalities used within the guide. The guide states, "The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning. These modalities are evidence of multiple strategies used within this guide to increase student memory.

Foundational Skills

5.E.1	Sound-Spelling Patterns	13/16
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1)(T)	1/1
5.E.1c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1)(T)	3/6
5.E.1d	Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3)(S)	8/8

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

Evidence includes, but is not limited to:

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

- Each Teacher's Guide, Level 1–6, states, "S.P.I.R.E. provides a sequence lesson-plan structure that gradually moves students through a developmental process from emergent levels of literacy to early reading to accomplished, fluent reading." Each level provides a systematic sequence for grade-level sound-spelling patterns. For example, Level 2 begins with ff, ll, and ss. The level continues with al, wa, qu, ck, and tch. The level concludes with a-e, i-e, o-e, u-e, and e-e. The *Grade 1 Level 2 Teacher's Guide* includes a "Scope and Sequence" guide that explains the order in which sounds are taught and the method of progression. Students continue to spell words with short vowels but are now beginning to spell with the CVe pattern. The materials have a systematic approach to introducing sound-spelling patterns that match the TEKS.
- The *Grade 1 Level 3 Teacher's Guide* includes a "Scope and Sequence" guide that explains the order in which sounds are taught and the method of progression. Students continue to spell words with short vowels and silent e-words and are now adding words with consonant blends. The materials have a systematic approach to introducing sound-spelling patterns that match the TEKS. In *Levels 2 and 3 Teacher's Guides*, students continue spelling CVC, CCVC, and

CVCC works but are now adding consonant letter teams and building to create CVC words. Students also begin working on open syllables, exceptions to the rule words, words with suffixes, and dividing words into syllables by dividing two consonants into words.

- The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. For example: In the *Level 2 Teacher's Guide*, the scope and sequences outlines how students learn more complex CCVC and CVCC patterns before moving onto long vowel sounds using the VCE patterns.
- The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. For example, In the *Level 3 Teacher's Guide*, the scope and sequences outline how students learn open syllables after mastering CVC, CCVC, and CVCC sound-spelling patterns in the previous unit. From there, they begin to learn more complex vowel teams, suffixes, and basic syllable division rules.

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

- "The Teacher's Guide," the central resource for teaching at each level, offers step-by-step support for each concept. Explicit, teacher-led instruction is provided in an easy-to-follow format for every part of the S.P.I.R.E. ten-step lesson." For example, in *Level 2, Reinforcing Lesson 2b: al, Step 3: Word Building*, teachers are guided to say, "Put your circles in the gray box at the top of your sheet. Say will. How many sounds do you hear in /will/? Bring a circle down to a box for each sound you hear in will. Remember to use a green circle for the vowel sound. Go back and touch each circle, saying it's sound or sounds." *Grade 1 Level 2 Teacher's Guide* includes guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. Each lesson has a part called "Step 9: Spelling." Before the teacher begins giving teaching instructions to students, there is an italicized print that gives teachers specific guidance on how to introduce the specific pattern for that lesson. This part of the lesson also has a bold print, which indicates the items teachers are specifically saying to students, and then gray words that are potential student responses.
- In *Level 2 Teacher's Guide*, each lesson introduces a new phonogram card for new learning and a spiraling of previous phoneme cards. The students then practice using that phoneme in the phonological awareness step of the lesson and then use the same phoneme when working on word building, such as the consonant team of ff. In "Step 1" of the lesson, students are introduced to the consonant team of ff. The teacher presents the word "cliff" as the sample word they will work with. In "Step 2," students practice using tokens to represent the sounds in words such as puff. In "Step 3," students practice segmenting the sounds for ff words, such as off, and then blending them while using the "small letters" provided in the "Student Manipulative Kit." The *Grade 1 Level 3 Teacher's Guide* includes guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. Each lesson has a part called "Step 9: Spelling." Before the teacher begins giving teaching instructions to students, there is an italicized print that gives teachers specific guidance on how to introduce the specific pattern for that lesson. This part of the lesson also has a bold print, which indicates the items teachers are specifically saying to students, and then gray words that are potential student responses.

- The materials include specific terms, phrasing, and statements teachers can use during core instruction. For example, the *Level 2 Teacher's Guide* materials state, "Today you will learn three new consonant teams. The first team is ff. When you see two f's at the end of a word, you should pronounce only one of them." For example, in the *Level 3 Teacher's Guide*, the materials state, "Today you will learn about five letter teams that are called "exceptions." An exception letter team is unusual and doesn't follow the rules. The five letter teams you will learn Today are /ild/, /old/, /ind/, /ost/, and /ol/. These letter teams are exceptions because the vowel in each letter team says its name, but the vowel is not at the end of the word, and the vowel is not followed by magic e."

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

- The *Grade 1 Level 2 Teacher's Guide* includes a variety of activities for students to practice and develop grade-level appropriate sound-spelling patterns. Within this guide, students have several avenues for practicing sound-spelling patterns, such as orally spelling phonemes in the "Step 8: Prespelling" portion of the lessons and then moving on to student writing dictated words and sentences in "Step 9: Spelling." In the *Level 2 Teacher's Guide*, the lesson has several steps where students develop, practice, and reinforce spelling patterns in the "Steps 1–10" of each lesson. Students develop the letter-sound knowledge in "Step 1" using the phonogram cards and then progress to recognizing the sounds in words in "Step 2, Phonological Awareness." Students practice using the letters and sounds in the word-building step and then practice decoding in "Step 4" by reading sentences. Students have the spelling patterns reinforced in "Steps 6 through 10" by reading practice provided in the workbook, sound dictation, spelling activities, and ending with sentence dictation.
- The *Grade 1 Level 3 Teacher's Guide* includes various activities for students to practice and develop grade-level appropriate sound-spelling patterns. Within this guide, students have several avenues for practicing sound-spelling patterns, such as orally spelling phonemes in the "Step 8: Prespelling" portion of the lessons and then moving on to student writing dictated words and sentences in "Step 9: Spelling" the materials include activities for students to review, practice, and reinforce their knowledge of grade-level sound-spelling patterns. For example, in the *Level 3 Teacher's Guide*, the materials develop students' understanding of sound-spelling patterns through explicit instruction: "Today you will learn about five letter teams called "exceptions." An exception letter team is unusual and doesn't follow the rules. The five letter teams you will learn today are /ild/, /old/, /ind/, /ost/, and /ol/. These letter teams are exceptions because the vowel in each letter team says its name, but the vowel is not at the end of the word, and the vowel is not followed by magic e." Then, students practice utilizing what they have been taught through the word-building phase of the lesson, where students use letter tiles to build words. Finally, students reinforce learning through the workbook pages in their *Level 3 Workbooks*.
- The materials do not include a variety of resources for students to develop, practice, and reinforce grade-level sound-spelling patterns.

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

- The *Grade 1 Level 1 Teacher's Guide* introduces students to new learning using the phonogram cards. During this lesson step, students also spiral through previous learning. There are also high-frequency word cards that students are shown during this step of the lesson. In the first half of each lesson, the students work on decoding using the skills introduced, and the lesson progresses to students using that learning to encode the patterns in words. Each level has workbook pages that provide sentence dictation, word lists, word finds, independent practice sheets, and decodable readers. At the beginning of each decodable reader, there is a list of the focus concepts. At the end of each reader, there is a list of previously taught skills. The *Grade 1 Level 2 Teacher's Guide* provides a variety of activities to support students in encoding and decoding words in isolation and within decodable text. Students work with sound-spelling patterns of newly learned materials and previously learned skills. In the front of the guide, the "S.P.I.R.E. Lessons" section states, "For Introductory Lessons, only words containing the new concept are included in dictation. In Reinforcing Lessons, dictated words review previously taught concepts, focusing on the concepts that cause students the most difficulty and previewing words used in Step 10 dictation sentences."
- The *Grade 1 Level 3 Teacher's Guide* provides a variety of activities to support students in encoding and decoding words in isolation and within decodable text. Students work with sound-spelling patterns of newly learned materials and previously learned skills. In the front of the guide, the "S.P.I.R.E. Lessons" section states, "For Introductory Lessons, only words containing the new concept are included in dictation. In Reinforcing Lessons, dictated words review previously taught concepts, focusing on the concepts that cause students the most difficulty and previewing words used in Step 10 dictation sentences." The materials provide a variety of activities and resources to decode and encode words in isolation. For example, in the *Level 2 Teacher's Guide*, the materials offer various opportunities for word-building and word-reading activities. These activities can be found in "Step 3: Word Building" and "Step 4: Decoding and Sentence Reading." For example, in the *Level 2 Workbook*, the materials provide students with decodable fluency passages and sentences to read words in context. The materials also offer a *Lesson Dictation Paper* where students complete sentence dictations and independent practice pages with each lesson, allowing students to encode in context.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	36/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	2/2
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1)(T)	2/4
5.E.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	20/24
5.E.2d	Materials include a variety of activities and resources (including the use of memory-building strategies) 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). (PR 2.A.1)(S)	12/12

The materials include a systematic sequence for introducing regular and irregular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding regular and irregular high-frequency words. Materials do not include guidance for the teacher to provide explicit (direct) instruction for encoding regular and irregular high-frequency words. Materials include a variety of activities and resources for students to practice and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). Materials do not provide activities or resources to develop skills to decode and encode regular and irregular high-frequency words. Materials include a variety of activities and resources (including the use of memory-building strategies) 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).

Evidence includes, but is not limited to:

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

- The materials provide a systematic sequence for introducing decodable high-frequency words (regular high-frequency) and sight words (irregular high-frequency). The decodable high-frequency words are introduced in the order of the lesson sounds introduced. For example, in *Level 3, Introductory Lesson 3*, "ay," decodable, and "high-frequency" words are introduced, such as "sway," "play," "stay," "way," "may," "day," and "Sunday." The words then start with a spiral throughout the lessons once introduced. "Students have many opportunities to build on their knowledge by reading decodable and sight words from the previous lesson, words from earlier in the level, and words from all previous levels." The sight words (irregular high-frequency words) are introduced in developmental order. For example, in *Level 1*, sight words include "of," "into," and "who," and *Level 6* sight words include "laugh," "tough," "beauty," and "build."

- The materials include brief lessons on targeted words and limit the number of regular and irregular words introduced in a single lesson or week. For example, in the "The S.P.I.R.E. Lessons" section of the *Level 2 Teacher's Guide*, the materials systematically explain their approach to introducing and teaching sight words. It states, "Students are introduced to any new sight words and up to ten decodable words. Review new sight and decodable Word Cards, as well as previously taught." This will always occur during the Reinforcing Lessons in the unit. The *Grade 1 Level 2 Teacher's Guide* includes "Concept Mastery Fluency Drills" assessments that "provide students with additional practice to increase automaticity and fluency with key, high-frequency decodable words."
- In the *Level 2 Teacher's Guide*, students are taught sight words in the "Reinforcement" lessons. The sight words correlate to the lesson; for example, the sight word used was full for the ll, ss, and ff rules. Students also use the yellow cards to demonstrate the decodable words that appear less frequently. The *Grade 1 Level 3 Teacher's Guide* includes a section within each "Reinforcing Lesson" called "Phonogram Cards." Within this component of each lesson, students are "introduced to any new sight words." In each lesson, students review previously learned sight words in the "Phonogram Cards" section."

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

- Materials include guidance for teachers to provide explicit instruction for decoding regular high-frequency words and decoding irregular high-frequency (sight words). No evidence is found for guidance in encoding regular or irregular high-frequency words. Each lesson contains word cards corresponding to the lesson focus sound and sight word cards. Teachers are guided to display the sight word card and given a script to read to explain the irregular high-frequency word. For example, in *Level 3, Reinforcing Lesson 10–14b: ou, Step 1: Phonogram Cards*, teachers are directed to "Review Sight Word Cards 133–135" and "Remind students that they can sound our words on the green cards, but they must stop and ask if they do not remember words on red cards." Regular high-frequency words are used in the other components of the lesson, such as word building, decoding, sentence building, spelling, and sentence dictation.
- In the *Level 2 Teacher's Guide*, the instruction regarding decoding and encoding high-frequency words. The color cards are used daily in the instruction. Green cards are fully decodable words, yellow cards for less common pronunciations, and red are sight words. No evidence was found that differentiates high-frequency words as regular or irregular. The lessons guide how to decode or recognize a sight word. No evidence was found for direct instruction for encoding high-frequency or sight words. Students spell these words in the sentence dictation part of the lesson, but there is no evidence of teacher instruction guiding students. When the sight word cards or the decodable word cards are introduced, the teacher starts by reading the word to the students, such as "This is the word off. What is this word? (off)."
- The *Grade 1 Level 2 Teacher's Guide*, within the "Phonogram Cards" section of each lesson, includes a bold print indicating the explicit script for teachers to follow when introducing students to new high-frequency words. The teacher is given guidance on how to introduce

students to new high-frequency words explicitly and how to decode high-frequency words, but the materials do not give explicit instructions on how to teach students to encode high-frequency words. The *Grade 1 Level 3 Teacher's Guide*, within the "Phonogram Cards" section of each lesson, includes a bold print indicating the explicit script for teachers to follow when introducing students to new high-frequency words. The teacher is given guidance on how to introduce students to new high-frequency words explicitly and how to decode high-frequency words, but the materials do not give explicit instructions on how to teach students to encode high-frequency words.

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

- The materials provide activities and resources to develop, practice, and reinforce regular and irregular high-frequency words. Although the distinction between the two types of high-frequency words is not stated in the materials, regular and irregular high-frequency words are included in decoding activities. Regular high-frequency words are included in encoding activities; however, there is no evidence of opportunities to encode irregular high-frequency words. For example, in *Level 3*, lessons incorporate "Word Cards" to practice decoding. The word cards are separated by colors to indicate decodable words (green and yellow), such as play, stay, day, may, asked, and mommy, and Sight Words (red) include words such as should, would, could, and does. These cards are used in the Reinforcing Lessons to practice and reinforce decoding these words. In *Steps 9 and 10* of each lesson, students are asked to spell words, some of which are regular high-frequency words. For example, in *Reinforcing Lesson 3a*: ay, students are asked to spell ray, shade, shine, mild, stay, cold, play, wild, block, and hay. Also, in the same lesson, students write dictated sentences such as "A ray of sun shone in the sky" and "It is a gray day."
- The *Grade 1 Level 2 Teacher's Guide*, within the "Phonogram Cards" section of each lesson, includes a bold print indicating the explicit script for teachers to follow when introducing students to new high-frequency words. The teacher is given guidance on how to explicitly introduce students to new high-frequency words and how to decode high-frequency words, but the materials do not give explicit instructions on how to teach students to encode high-frequency words. The *Grade 1 Level 3 Teacher's Guide*, within the "Phonogram Cards" section of each lesson, includes a bold print indicating the explicit script for teachers to follow when introducing students to new high-frequency words. The teacher is given guidance on how to explicitly introduce students to new high-frequency words and how to decode high-frequency words, but the materials do not give explicit instructions on how to teach students to encode high-frequency words.
- In the *Level 2 Workbook*, there are activities and resources to support teachers in developing, practicing, and reinforcing students' ability to decode both regular and irregular high-frequency words. One example in the materials would include the daily "Word and Sentences" page, which allows students to practice reading high-frequency words in context. In the *Level 2 Teacher's Guide*, there are activities and resources to support teachers in practicing and reinforcing students' ability to encode both regular and irregular high-frequency words. One

example in the materials is "Step 10: Sentence Dictation." The materials state: "Listen carefully as I say a sentence, and watch as I make a dash on the board for each word. 1. Will Bill pass the class?" Each sentence includes both the high-frequency words taught in that lesson and the focus phonics skill taught in that lesson. The materials allow students to practice and reinforce what has been taught, but they lack the explicit instruction that develops student understanding.

Materials include a variety of activities and resources (including the use of memory-building strategies) 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). (PR 2.A.1) (S)

- The materials include various activities and resources for students to recognize and read high-frequency words in isolation (e.g., word cards) and connected text (e.g., within sentences or decodable texts). For example, in the *Level 3 Word Cards* set, students read and recognize words in isolation, including: "stay," "day," "happen," "always," "happy," "better," and "mommy." In *Introductory Lesson 3: ay*, Step 6: Reading, students read the sentences, "May I stay and play all day?" "Jay can jump in the hay." and "The stray cat hid in the hay all day." In Step 9: Spelling, students are given the opportunity to spell words in isolation, some of which are high-frequency words. In this example, the words spelled in isolation are "clay," "play," "stay," "way," "may," "hay," "day," "ray," "Sunday," and "tray."
- In the *Level 2 Workbook*, there are activities and resources to support teachers in developing, practicing, and reinforcing students' ability to decode both regular and irregular high-frequency words. One example in the materials would include the fluency passage page, which allows students to practice decoding both the focus phonics skill and the high-frequency words that have been taught in context. The *Level 2 Teacher's Guide* has activities and resources to support teachers in practicing and reinforcing students' ability to encode both regular and irregular high-frequency words. One example in the materials would include "Step 10: Sentence Dictation." The materials state: "Listen carefully as I say a sentence, and watch as I make a dash on the board for each word. 1. The cat ran." Each sentence includes both the high-frequency words taught in that lesson and the focus phonics skill taught in that lesson.
- The *Grade 1 Level 2 Teacher's Guide* includes "Concept Mastery Fluency Drills" assessments that "provide students with additional practice to increase automaticity and achieve increasing fluency with key high-frequency decodable words." The *S.P.I.R.E. Leveled Guides* also include a variety of activities for students to be introduced to and practice high-frequency words, such as the phonogram card portion of the lessons, student activity word finds, decodable passages, decodable sentences, and level decodable texts. The *Grade 1 Level 3 Teacher's Guide* includes a section within each "Reinforcing Lesson" called "Phonogram Cards." Within this component of each lesson, students are "introduced to any new sight words." In each lesson, students review previously learned sight words in the "Phonogram Cards" section." The *S.P.I.R.E. Leveled Guides* also include a variety of activities for students to be introduced to and practice high-frequency words, such as the phonogram card portion of the lessons, students' activity word finds, decodable passages, decodable sentences, and level decodable texts.

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	14/23
5.E.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)	0/1
5.E.3b	Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1)(T)	2/2
5.E.3c	Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	12/12
5.E.3d	Materials include 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). (PR 2.A & 2.A.3)(S)	0/8

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

Evidence includes, but is not limited to:

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

- The materials provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words, however not all skills align with grade-level TEKS. For example, in the *Grade 1 Level 2 Teacher's Guide*, the materials teach the VCE sound-spelling pattern building upon the CVC, CCVC, CVCC, and VC patterns previously taught. The *Grade 1 Level 3 Teacher's Guide*, the materials teach the open syllables, vowel team syllables, and a diphthong pattern but do not include r-controlled vowels. The *Grade 1 Level 3 Teacher's Guide* introduces and instructs the syllable division of "Twin Consonants Syllables" and "Non Twin Consonants Syllables." This skill does match the grade level skill within the TEKS.

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

- Materials include guidance for the teacher to provide explicit instruction for applying knowledge of syllable types to decode one-syllable words. For example, the *Level 1* lesson introduces closed syllables. The *Level 3* lesson introduces open syllables, and *Level 4* introduces consonant -le syllables. The *Level 6* lesson introduces open syllables (a/CV, i/CV, o/CV, u/CV, and e/CV). After the syllable types are introduced, spiral practice is included in the lessons from their point of introduction.
- In the *Level 2 Teacher's Guide*, the teacher's script for decoding says, "Put your finger under the first word and say it. (hill). Underline the vowel. Draw a smile under the ll. Put your finger under the first letter in the word. Point to each letter, letter team, and say it's sound or sounds." For the spelling step, the teacher's instructions say, "Say the word press. Who can spell the word press, writing the letters on your palm as you say them? Now, everyone spells presses, writing the letters on your palm as you say them."
- In the *Level 2 Teacher's Guide*, students are taught the five Vce sound-spelling patterns. Students are taught the rule, "If there is an e at the end of a word after a vowel and a consonant, the e reaches back to make the vowel say its name."
- Materials include guidance for the teacher to provide explicit instruction for applying knowledge of syllable types to encode one-syllable words. Students are provided a *Small Letter Set* that provides "color-coded letters for daily word-building activities." The letters include all consonants, vowels, consonant teams, vowel teams, welded sounds, trigraphs, prefixes, suffixes, endings, and syllables taught in the program. Students are also provided with Foam Sound Circles (white for consonants and green for vowels) and Syllable Rectangles (blue). "At levels 2–6, students manipulate these sound circles and syllable rectangles on the Phoneme Segmentation Sheet and write a letter(s) associated with the phoneme or syllable."

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

- The materials include various resources for students to develop, practice, and reinforce skills to decode and encode one-syllable words. Each level provides a student workbook that includes independent decoding activities. Graphic organizers are also provided to complete skill-specific activities. Students are also provided a *Small Letter Set* that provides "color-coded letters for daily word-building activities." The letters include all consonants, vowels, consonant teams, vowel teams, welded sounds, trigraphs, prefixes, suffixes, endings, and syllables taught in the program. Students are also provided with Foam Sound Circles (white for consonants and green for vowels) and Syllable Rectangles (blue). "At levels 2–6, students manipulate these sound circles and syllable rectangles on the Phoneme Segmentation Sheet and write a letter(s) associated with the phoneme or syllable."
- The materials include various activities to develop, practice, and reinforce skills to decode and encode multisyllabic words. The materials include various activities to develop, practice,

and reinforce skills to decode multisyllabic words. For example, in the *Level 1 Teacher's Guide*, steps 4 and 6 of each lesson, students decode words that follow the phonics skill in isolation, then again in context through sentences. Students then practice and reinforce these skills when reading their decodable readers, including a cumulative review of previously taught skills that are integrated throughout the story.

- The materials include a variety of activities to develop, practice, and reinforce skills for encoding multisyllabic words. For example, in the *Level 2 Teacher's Guide*, steps 3, 9, and 10 of each lesson require students to encode words that follow the phonics skill in isolation and again in context through dictation sentences.
- In the *S.P.I.R.E. Student Workbook*, Levels 1–6 include various activities for students to practice and develop encoding and decoding skills. For example, each lesson in the “Teacher’s Guide” corresponds with a student workbook page. Students work within their book to decode words in short, relevant passages. Then, students work to encode words on student dictation paper led by the teacher. Students practice encoding individual sounds, words, and sentences. The *S.P.I.R.E. Student Decodable Readers 1–6* allow students to practice decoding skills while reading lists of words in isolation and within short passages and stories. Students participate in various decoding activities within the routines taught from the *S.P.I.R.E. Decodable Reader Teacher's Guide*. Students participate in a variety of decoding activities such as "It's a Book," "Sentence Style," "Rhyme Time," and "Word Search." This is a short list of 10 routines available for students to practice encoding.

Materials include 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). (PR 2.A & 2.A.3) (S)

- The materials include various activities and resources for students to practice decoding and encoding one-syllable words. However, the resources and activities do not include evidence of using knowledge of syllable types. Each level provides a student workbook that includes independent decoding activities. Graphic organizers are also provided to complete skill-specific activities. Students are also provided a *Small Letter Set* that provides "color-coded letters for daily word-building activities. The letters include all consonants, vowels, consonant teams, vowel teams, welded sounds, trigraphs, prefixes, suffixes, endings, and syllables taught in the program." Students are provided with Foam Sound Circles (white for consonants and green for vowels) and Syllable Rectangles (blue). "At levels 2–6, students manipulate these sound circles and syllable rectangles on the Phoneme Segmentation Sheet, and write a letter(s) associated with the phoneme or syllable."
- The materials provide decodable connected text that builds on previous instruction. The materials state, "All passage and practice texts are fully decodable. The text is comprised of only (a) words made of sounds previously taught, (b) sight words previously taught, or (c) words from the current lesson and past lessons made of previously taught sounds plus phonemic elements that allow students to approximate the sounds needed to decode the word." Specific decodable readers are referenced under the Independent Practice section of each lesson.

- In the *Level 2 Teacher's Guide*, students have multiple opportunities to practice decoding, starting in "Step 3" and continuing through "Step 6." Students practice building words and then reading the words. The next step is decoding words in isolation and then within sentences. Students practice phoneme-grapheme analysis by separating a word and blending it to finally change one phoneme. In "Step 6," students put all the skills together on workbook pages, where they practice reading words and sentences. They also read passages in the workbook and have decodable readers where they practice their decoding.
- In the *Level 2 Teacher's Guide*, students begin practicing encoding in "Step 7," where they record sounds that have been dictated to them. As they learn more word patterns, they eventually record simple words. In "Step 9," students practice spelling words. In the lesson, the teacher says a word. Students practice writing the word on their hand and then write it on the paper. Afterward, the teacher directs the students to "underline the vowel." She asks for the vowel's name and the sound it makes. "Look at the word press; draw a smile under the letter team to link the letters." This is followed by sentence dictation.

Foundational Skills

5.E.4	Morphological Awareness (1–3)	16/19
5.E.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)	0/1
5.E.4b	Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1)(T)	4/4
5.E.4c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	6/6
5.E.4d	Materials include 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). (PR 2.A.1 & 2.A.3)(S)	6/8

The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for supporting the recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials include a variety of activities and resources for students to decode but lack resources to 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 include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)

- The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. The materials are not written to align with the grade-level TEKS. For example, the Grade 1 TEKS calls for "affixes -s, -ed, and -ing." These affixes are presented in the material in *Level 3, Lesson 4*, and *Lesson 5*.
- In *Grade 1 Level 3 Teacher's Guide*, students are introduced to the following suffixes: "-s, -es, -ing, -er, -est, -en, -ish, -ly, -y, -ful, -ness, -less." This level also introduces prefix -a and suffix -ed. Grade-level TEKS say they should only learn s, ed, and ing. For example, the *grade 1* materials teach -s, -ed, and -ing. Additional morphemes are taught they should not be introduced until grade 2.

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

- The materials include guidance for the teacher to provide direct and explicit instruction for supporting recognizing common morphemes and using their meanings. For example, in *Level 3, Lessons 4 and 5* introduce “-ed,” “-s,” “-es,” “-ing,” “-er,” “-est,” “-en,” “-ish,” “-ly,” “-y,” “-ful,” “-ness,” and “-less.” In *Level 3, Lesson 9* introduces the prefix a-. Teachers are provided support to teach these morphemes explicitly. For example, in *Step 1 of Lesson 5*, teachers are guided to say, "Look at the picture of the singer. The key word is singer. We add er to the end of a word to describe a person who does something. So, the word singer means a person that sings." In Step 9 of the lesson, students spell words such as caller, fisher, and camper. In Step 10, students write the dictated sentence, "The camper cut the log."
- In *Level 3 Teacher's Guide*, students are introduced to the suffix -ed in lesson four. In "Step 1," the teacher says, "Today, you will learn about suffixes. A suffix is added at the end of a word to change its meaning. The word the suffix is added to is called the base word. Today, you will learn the suffix -ed." "The suffix -ed is added to the end of a verb to show the action has already happened." The following "Reinforcement Lessons" allow students to utilize the suffix -ed in decoding word and sentence reading. No evidence is found supporting students in spelling words with -ed other than adding the letters -ed to the ends. In *Lesson 8d*, students are spelling the word nodded. There is no explicit instruction on doubling the d before adding ed. The spelling lesson is about splitting double consonants, but students do not start with a root word before adding -ed. They start spelling nodded.
- The lesson plans include teacher tips or explanations of the lesson's morphological objective. For example, in *Lesson 4 of the Level 3 Teacher's Guide*, the materials state, "The suffix -ed is added to a verb to show that the action happened in the past. Students learn that the suffix -ed can make one of three sounds at the end of a word: /ed/, /d/, or /t/." The lesson plans include teacher tips or explanations of the lesson's morphological objective. For example, in *Lesson 5 of the Level 3 Teacher's Guide*, the materials state, "Look at the picture of the baseball bats. This keyword is bats. We add s to the end of a word to show that there is more than one of something. So, the word bats means there's more than one bat."

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

- The materials provide a variety of ways to reinforce, practice, and review morphemes as they are taught and spiral previously learned morphological skills. For example, in the *Level 3 Workbook*, students complete independent practice activities that require using word meaning to determine when to use -ed at the end of the word to complete the sentence.
- In *Level 3, Lessons 4 and 5* introduces -ed, -s, -es, -ing, -er, -est, -en, -ish, -ly, -y, -ful, -ness, and -less. The *Level 3, Lesson 9* introduces the prefix a-. Teachers are provided support to teach these morphemes explicitly. For example, in *Step 1 of Lesson 5*, teachers are guided to say, "Look at the picture of the singer. The key word is singer. We add er to the end of a word to describe someone who does something. So, the word singer means a person that sings." In

Step 9 of the lesson, students spell words such as caller, fisher, and camper. In Step 10, students write, "The camper cut the log."

- The *S.P.I.R.E. Level 1–6 Teacher Guides* include lessons with a "Vocabulary Development" section under "Step 4" of each lesson. The *Leveled Guides* include a variety of strategies that students can use to decode to "understand and apply word meanings." Some of these strategies include "Visualizing," "Prior Knowledge," "Classifying Words," and "Breaking Words into Sounds and Syllables."

Materials include 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). (PR 2.A.1 & 2.A.3) (S)

- The materials include various activities and resources for students to decode words with morphemes in isolation. However, they lack resources for encoding morphemes in isolation. For example, in *Level 3, Lessons 4 and 5* introduce -ed, -s, -es, -ing, -er, -est, -en, -ish, -ly, -y, -ful, -ness, and -less. The *Level 3, Lesson 9* introduces the prefix a-. Teachers are provided support to teach these morphemes explicitly. For example, in *Step 1 of Lesson 5*, teachers are guided to say, "Look at the picture of the singer. The key word is singer. We add er to the end of a word to describe a person who does something. So, the word singer means a person that sings." In Step 9 of the lesson, students spell words such as caller, fisher, and camper. In Step 10, students write the dictated sentence, "The camper cut the log." Decodable texts are also aligned with the lesson to practice decoding within the text.
- The *S.P.I.R.E. Student Decodable Readers 1–6* provide opportunities for students to practice decoding skills while reading lists of words in isolation and within short passages and stories. Students participate in a variety of decoding activities within the routines taught in the *S.P.I.R.E. Decodable Reader Teacher's Guide*. Students participate in a variety of decoding activities such as "It's a Book," "Sentence Style," "Rhyme Time," and "Word Search." This is a short list of routines available, ten routines, for students to practice encoding. The *S.P.I.R.E. Curriculum* includes the *iS.P.I.R.E. Student Workbook Levels 1–6*, which includes a decodable passage that corresponds with each skill taught in the *Leveled Guides*. This workbook provides decoding practice for students as they complete lessons and includes encoding practice for students with individual sounds and words in the dictation portion of the workbook.
- The materials include instructional routines, such as dictation, emphasizing encoding and decoding. For example, in the *Level 3 Workbook*, there are activities to decode morphemes in isolation and in decodable text through word lists, individual sentences, fluency passages, and decodable stories. The materials include instructional routines, such as dictation, emphasizing encoding and decoding. For example, in the *Level 6 Workbook*, there are activities to encode morphemes in isolation and in the context of sentences.