IMRA Review Cycle 2024 Report

Publisher Name	Program Name
Reading Horizons	*Reading Horizons Discovery*
Subject	**Grade Level**
English Language Arts and Reading	2

Texas Essential Knowledge and Skills (TEKS) Coverage: **100%**

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

Quality Review Overall Score: **340 / 340**

IMRA Reviewers

Flags for Suitability Noncompliance — N/A

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

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 — N/A

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	53 / 53
2. Progress Monitoring	28 / 28
3. Support for All Learners	32 / 32
4. Phonics Rule Compliance	36 / 36
5. Foundational Skills	191 / 191

Strengths

- 1.1 Course-Level Design: Materials adhere to TEKS, ELPS, concepts, and knowledge taught. They apply appropriate pacing while providing explanations for concepts, guiding for lesson internalization, and including resources to support administrators.
- 1.2 Unit-Level Design: Materials include comprehensive unit overview, provide content knowledge and academic vocabular for effective teaching, and suggestions to support families in their students' success.
- 1.3 Lesson-Level Design: Material support educators in effective implementation through intentional lesson-level design.
- 2.1 Instructional Assessments: Materials include appropriate and defined instructional assessments aligned to TEKS at varying levels of complexity and offer guidance to educators on consistent administration of assessments.
- 2.2 Data analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret track their growth.
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabular and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 3.3 Support for Emergent Bilingual Students: Materials provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, and support for emergent bilingual students, including resources for dual language immersion programs and metalinguistic transfer.
- 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.
- 4.2 Daily Instructional Sequence and Routines: Materials ensure daily lessons provide explicit instruction with teacher modeling, guided practice with immediate

feedback, and diverse opportunities for collaborative and independent student practice.

- 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.
- 4.5 Progress Monitoring and Student Support: Materials offer data-management tools for tracking individual and whole-class progress, with guidance on progress monitoring frequency and strategies to accelerate learning toward mastery based on data analysis.
- 5.B.1 Oral Language Development: Materials provide explicit and systematic guidance for developing oral language through diverse methods, with opportunities for social and academic communication, active listening, discussion, and idea-sharing for various purposes and audiences.
- 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.
- 5.D.1 Phonological Awareness: Materials provide a systematic sequence for introducing phonological awareness, starting with simple skills, and progressing to complex ones, offering explicit instruction with corrective feedback and diverse activities for practice and reinforcement aligned to grade-level TEKS
- 5.D.2 Phonemic Awareness: Materials follow a systematic sequence for phonemic awareness, progressing from basic to complex skills, with explicit instruction and feedback, connecting phonemic awareness to the alphabetic principle, and providing varied activities for cumulative practice and reinforcement.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.

- 5.E.4 Morphological Awareness: Materials systematically introduce grade-level morphemes, with explicit instruction and varied activities for recognizing, decoding, encoding, and comprehending words with morphemes in both isolation and connected text.

Challenges

- No challenges were indicated for this material..

Summary

H.E.C. is an English phonics K-3 program. It offers a comprehensive and structured approach to literacy and phonics instruction, integrating phonemic awareness, phonics, and fluency into every lesson. The curriculum provides specific daily instructional guidance, sequences, and routines, including modeling, guided practice, and reading and writing applications.

Campus and district instructional leaders should consider the following:

- The product provides systematic and explicit phonics instruction materials. Each lesson includes a review of previous skills, explicit instruction on new skills, decoding strategies, encoding strategies, whole group decodable sentences and passages, and decodable readers. The materials also include extensive supplemental materials for review, assessment, and extension. The materials align to Texas Essential Knowledge and Skills and English Language Proficiency Standards and provide alignment guides.
- The program includes materials that support phonics development for all learners and provides immediate corrective feedback. This feature, along with specific corrective feedback guidance for a variety of errors and flow charts to specific scripted teacher feedback suggestions, ensures that student needs are addressed promptly and effectively. The teacher's guidance is specific and clear, further enhancing the program's ability to support student learning.

Intentional Instructional Design

1.1	Course-Level Design	15/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	**5/5**
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).	**2/2**
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	**2/2**
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	**2/2**
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	**4/4**

The materials include a scope and sequence outlining the TEKS, ELPS, concepts and knowledge taught in the course. 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). Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources to support administrators and instructional coaches in implementing the materials as designed. Materials include 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.

- The materials include a *Program Overview* that describes the scope and sequence across grade levels, including overlapping skills from grade K to grade 1 and from grade 1 to grades 2 and 3. A progression of phonics skills shows the skills taught in each grade band. This chart aligns with the scope and sequence. The *Program Overview* contains a section defining the scope and sequence and visualizing the progression of skills from least complex to most complex. The scope and sequence section in the *Program Overview* references a more detailed document located within the "Appendix."
- The materials include a "Scope and Sequence" that outlines an instructional order of literacy skills. The scope and sequence show the progression of skills from simple to more complex, which aligns with TEKS. For example, weeks one and two of the "Phonemic Awareness Tasks" begin with identifying rhyming words—weeks three and four progress to producing rhyming words before moving on to other phonemic awareness skills.

- The materials include concepts and knowledge aligned with the TEKS in the *Evidence Alignment*. Materials provide suggested lessons and ancillary materials correlating with the grade 2 TEKS. The materials include a scope and sequence outlining the TEKS and ELPS.
- The materials include concepts and knowledge aligned with the TEKS in the *Evidence Alignment*. Materials provide suggested lessons and ancillary materials that correlate with the TEKS. The materials include a *Program Overview* that describes the scope and sequence across grade levels, including overlapping skills from grade K to grade 1 and from grade 1 to grades 2 and 3. A progression of phonics skills shows the skills taught in each grade band. This chart aligns with the scope and sequence. The *Program Overview* contains a section defining the scope and sequence and visualizing the progression of skills from least complex to most complex. The scope and sequence section in the *Program Overview* references a more detailed document located within the "Appendix."
- The materials include a "Scope and Sequence" that outlines an instructional order of literacy skills. The scope and sequence show the progression of skills from simple to more complex, which aligns with TEKS. For example, weeks one and two of the "Phonemic Awareness Tasks" begin with identifying rhyming words—weeks three and four progress to producing rhyming words before moving on to other phonemic awareness skills.
- The materials include concepts and knowledge aligned with the TEKS in the *Evidence Alignment*. Materials provide suggested lessons and ancillary materials correlating with the grade 2 TEKS. The materials include a scope and sequence outlining the TEKS and ELPS.
- The materials include concepts and knowledge aligned with the TEKS in the *Evidence Alignment*. Materials provide suggested lessons and ancillary materials that correlate with the TEKS.

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).

- The materials include suggested pacing to support effective implementation. The "Scope and Sequence" in the *Program Overview* provides an implementation schedule for instruction, including daily lessons over 120 days with periodic breaks for "review and transfer." Teachers can also refer to a "Teacher Instructional Cycle" when scheduling each daily lesson.
- The materials include 120 lessons, accommodating periodic breaks in the lesson cycle for "review and transfer." According to the *Program Overview*, a daily lesson cycle is completed in 63-105 minutes, depending on the components used, and includes 10 minutes for teacher planning.
- The materials include suggested pacing to support effective implementation. Lesson numbers and chapters are listed in order of the scope and sequence for the yearly skills to be taught. In the "Lesson Focus" column, "Letter Lessons" are listed for when to introduce each letter.
- The materials include pacing to support the effective implementation of various instructional calendars. The pacing guides under "Grade 2/ 3 Pacing Guides" support effectively implementing 160, 170, and 180 instructional day calendars.

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

- The materials include an explanation of the rationale for the unit order and how concepts to be learned connect throughout the course. The *Program Overview* states that the materials are structured and sequenced "based on Orton-Gillingham instruction principles and are taught explicitly, systematically, and sequentially, building from the simplest concept to the more complex." The "Scope and Sequence" are arranged into explicit daily lessons that align with this statement and suggest an order for teaching each concept and skill within the grade level.
- The materials explain how these concepts will be learned and connected throughout the course. The "Teacher Guide" contains a lesson preview for each lesson. At the top of this preview, the teacher finds videos for "Real-Time Coaching." The presenters in these videos explicitly outline connections between prior lessons and the current lesson.
- Although not specific to grade 2, the *Program Overview* includes access to the program's "Research Base." The materials are research-based instruction practices and include a "How We Teach It" section that connects lesson and unit concepts and skills.
- The materials explain the rationale for unit order in the "Table of Contents" and the *Program Overview*, share where each process step can be found, and explain the whys and hows behind creating the curriculum.
- The materials include an explanation at the beginning of each unit on how the unit connects to the learning and other units of study. The explanations include examples, images, and graphics and provide the rationale for the key concepts and their connection.

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

- The materials include guidance for the unit and lesson internalization. The *Program Overview* includes recommendations for using all materials, including diagnostic assessment, pacing, lesson cycles, and internalizing lesson concepts throughout the class and extended transfer. Teachers can also access video modules through the" Implementation Essentials." The "Implementation Essentials" contains nine modules focused on delivering effective lessons.
- The materials include protocols for unit and lesson internalization. The grade 2 ~~K~~-lesson cycle provides a consistent structure for daily routines, including transfer routines. The grade 2/3 lessons offer opportunities for extended transfer within each lesson cycle to ensure lesson internalization for all learners. Every lesson contains a "Real-Time Coaching" video that provides embedded professional learning to support the internalization of lesson guidance and protocols.
- The materials include templates for unit and lesson internalization. They provide clear objectives and learning statements and break down the lesson into four parts: "Phonemic Awareness," "Phonics and Spelling," "Whole Class Transfer," and "Extended Transfer." Each lesson component clearly states the objectives and provides guidance, teacher notes, protocols, and exemplars for internalizing the lesson.

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

- The materials include resources to support administrators in implementing them as designed. The *Program Overview* includes rationales and recommendations for using all materials, including diagnostic assessment, pacing, lesson cycles, and internalization of lesson concepts through whole-class and extended transfer. The grade 2 lesson cycle provides a consistent structure for daily routines, including transfer routines. The *Program Overview* includes an "Early Implementation Checklist" and "Leadership Academy" training support.
- The materials include resources to support instructional coaches in implementing the materials as designed. The materials include "Real-Time Coaching" videos to support implementation.
- The materials include specific guidance to support administrators and instructional coaches with implementing the materials as designed.

Intentional Instructional Design

1.2	Unit-Level Design	4/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	**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.	**2/2**

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 support for families in both Spanish and English for each unit, with suggestions on supporting the progress of their students.

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.

- Materials include comprehensive unit overviews that provide the background content knowledge to effectively teach the concepts in the unit. The Teacher Guide consists of a "Unit Overview" with a list of key concepts, a summary of skills taught, graphic features with descriptive content for teaching sounds and decoding strategies, training and background knowledge, intervention supports, and references to additional lessons that complement this unit. The "Implementation Essentials" video provides an introductory lens into the program. The information provided in the video reviews each feature within the lessons and offers implementation advice.
- Materials include comprehensive unit overviews that provide academic vocabulary necessary to effectively teach the concepts in the unit. Teachers utilize the "Unit Overview" to find key terms and strategy-related vocabulary to be taught in the unit. For example, in Unit 1, teachers are given marking techniques for decoding "qu" with an arc "to serve as a reminder that these two letters must appear together in words."

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

- Materials contain support for families in English and Spanish for each unit, with suggestions on supporting their students' progress. Each unit in the program teacher guide has a "Family Letter." This letter is in both English and Spanish. The letter lists and describes the skills taught in the unit. The family letter also contains a set of printable choice boards related to the skills and concepts taught in the unit. The choice board supports parents to help their children review material taught at school. These choice boards are available in both English and Spanish.

- The materials contain support for families in English and Spanish for each unit, with suggestions on supporting their students' progress. The *Program Overview* contains a section titled "Materials and Resources Quick Guide." This section references the "At Home" resources. These resources are designed to support families in both English and Spanish by providing additional practice of concepts and skills that students can engage in at home.

Intentional Instructional Design

1.3	Lesson-Level Design	34/34
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.	**30/30**
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 daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include teacher and student materials necessary to effectively deliver the lesson within each lesson. 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 lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. The lesson cycle contains both informal and formal assessment opportunities embedded within it. These include opportunities for observation that guide teachers in assessing students' skill acquisition as the lesson progresses. The *Program Overview* contains a section titled "Assessments." This section provides an overview and visual of how various forms of assessments are embedded within the program.
- Materials include structured lesson plans with daily objectives, questions, tasks, materials, and instructional assessments required to meet the lesson's content and language standards. The *Teacher Guide* provides lessons with clear objectives, a structured daily lesson cycle, and opportunities for students to practice skills and concepts in groups of all sizes. The lesson cycle is arranged across several tabs that the teacher uses to reference teaching tips, lesson

content, and student practice aligned to the skills taught. Teachers access links to slides that systematically model strategies for encoding and decoding related to daily skills or concepts.

- Materials include detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Every lesson has a summary of daily objectives, learning statements, and instructional components with suggested times. The "Lesson Summary" also includes tasks required to master the standards and teacher materials provided. For example, Unit 2, Lesson 10 summarizes clearly stated objectives and learning statements. Unit 2, Lesson 10 also includes listed materials needed, questions asked throughout the lesson, and provides a check for understanding to meet the TEKS.

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

- The *Teacher Guide* includes an overview of each lesson. This consists of a concise lesson schedule with timing suggestions for three of the four lesson cycle components. The overview previews the lesson. The headings for each component of the lesson cycle remind readers of the timing suggestions.
- Every lesson has a summary that includes suggested times for each component of the lesson cycle. The materials include an organized graphic outlining each part of the lesson and suggested timeframes for all grade levels. For example, the materials suggest time with the "Phonemic Awareness" heading in the "Lesson Plan" and the "Phonics and Spelling" heading in the "Lesson Plan."
- The *Program Overview* contains a section titled "Lesson Framework." This section overviews the lesson cycle and suggests minutes for each part.

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

- The *Program Overview* contains several sections that reference the lessons. These sections include "Lesson Preparation," "Whole-Class Lesson Delivery," "Instructional Design," and "Lesson Framework." Materials explicitly states the materials the teacher and/or students need. Pictures in these overview sections include visuals of slides that teachers will use for instruction.
- The *Program Overview* contains a section titled "Materials and Resources Quick Guide." This section includes reference materials used for instructional delivery and support. A *Student Transfer Book* is included in this section that directly states the materials needed for teacher or student use during the lessons.
- Every lesson summary contains the listed components of the lesson and teacher materials (sound wall, whole-class transfer card, decodable passage) needed for instruction. Each lesson overview includes a bulleted chronological list of the lesson section's components. The lesson summary lists each activity and the materials needed from the curriculum resources. Still, it is a partial list of all the items needed to teach the lesson. For example, the lesson

provides the materials required for the lesson itself as instructions. Students will need writing materials for this lesson. This is embedded within the text of the lesson.

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

- The materials include guidance on using lesson materials for extended practice, including differentiated transfer activities such as teacher-led, partner, and independent activities. The supplemental *Student Transfer Book* offers additional opportunities for extended practice with the concepts and skills taught during the whole class lesson.
- Each unit includes a "Family Letter" in English and Spanish with home practice suggestions for students to reinforce skills and concepts. The letter contains an explanation and a choice board for parents to use during the unit.
- The *Program Overview* contains a section titled "Resources For Differentiation And Transfer." This section references routines for differentiated support, including "Needs Support," "Needs Practice," and "Needs Enrichment."

Progress Monitoring

2.1	Instructional Assessments	24/24
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.	**6/6**
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	**2/2**

The 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 a lesson overview outlining the suggested timing for each lesson component. Materials include teacher and student materials necessary to effectively deliver the lesson within each lesson. 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 a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

- The materials include assessments at the lesson level. Each lesson in the Teacher Guide consists of a "Whole Class Transfer." In this lesson portion, students complete independent tasks to show understanding of the concept or skill taught. Teacher instructions include guidance for formative assessment through student-to-student corrective feedback. Instructions also include a formative assessment from the teacher through instructions called "Observation Feedback."
- The materials include assessments at the unit level. There are 26 "Multi-Skill Check" printables in the "Resources" found under the file folder icon of the grade 2/3 teacher dashboard. The "Resource Overview" tab explains the purpose of these formative assessments. "The Multi-Skill Check is administered at the end of each skill group in the scope and sequence on a Review and Transfer Day. The purpose of Multi-Skill Check is to measure student retention and application of the skills learned during the most recent and previous skill groups within the progression." These skill checks in the grade 2 materials assess student decoding, encoding, and fluency progress.

- The materials include many different assessment opportunities including a diagnostic "Readiness Check" at the beginning of the year, a "Phonemic Awareness Toolkit Assessment" to be used as needed throughout the year, formative assessments within each lesson and unit called "Student Observations," and "Skill Checks," many formative "Multi Skill Checks" in grade 2/3 that group students for targeted instruction, and a middle and end-of-year summative assessment called "Cumulative Skill Check" to evaluate student's overall progress within the program. The materials include "Daily Skill Checks" and "Phonics Screener." Summative assessments, including "Multi-Skill Checks" and "Cumulative Skill Checks," are available online and in print.
- The *Assessment Guide: Technical Summary* provides comprehensive understanding and guidance for effective and efficient administration of the following assessments: Readiness Checks, Phonemic Awareness Toolkits Assessments, Student Observation Checks, Daily Skill Checks, Multi-Skill Checks, Phonics Screeners, and Cumulative Skill Checks.

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

- The *Assessment Guide* defines and explains the program's diagnostic, formative, and summative assessment opportunities. It includes a graphic showing when students should complete each assessment throughout the year.
- The materials include detailed tables explaining each type of assessment used in the program, including "Readiness Checks," "Phonemic Awareness Checks," "Student Observation Checks," "Daily Checks," "Multi-Skill Checks," "Phonics Screeners," and "Cumulative Skill Checks." These tables define the purpose of each assessment and explain its timing, administration, and interpretation, including clarifying screenshot samples.
- The materials include the definitions and intended purposes for readiness checks, daily skill checks, student observation checks, multi-skill checks, phonemic awareness toolkit assessments, mid-year cumulative checks, and end-of-year cumulative checks. For example, the *Phonemic Awareness Toolkit Overview* and *Print Multi-Skill Check Overview* explain the assessments' purpose and how to administer them.

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

- The materials include guidance to ensure accurate administration of the instructional assessment. It provides assessment considerations and teacher tips for encoding, identifying, and decoding assessments. The *Assessment Guide* provides teachers with guidance in consistent administration practices and scoring for each type of assessment. The assessment guide consists of a timeline for each assessment throughout the year to ensure consistent administration of instructional assessments.
- The *Observation Checkpoint Guide* provides teacher guidance on why to use this form of assessment, what assessment is, when to administer observations, and how to use the checkpoint. The *Observation Checkpoint Guide* supports teachers' scoring of the

assessments embedded within the lessons. The guidance states, "The Student Observation Panel within the Lesson Delivery Tool provides a platform to identify students who demonstrate evidence of challenges in each of these five domains. It also allows for the documentation of these challenges, which students need individual reteaching or in the small-group components of the lesson." Student progress is color-coded with red (unable), yellow (able with scaffolding and teacher support), and green (independently able) scoring criteria. The "Observation Checkpoint Guide" is used to support consistent assessment practices. The "Observation Checkpoint Guide" explains, "There are multiple opportunities embedded within the Reading Horizons Discovery® lessons to monitor student performance. Some informal opportunities include phonemic awareness, dictation, transfer, and small-group routines. The same monitoring opportunities are embedded during formal assessments."

- The materials include guidance to ensure accurate and consistent administration of the instructional assessment. They provide word choice for the oral evaluation, teacher directives, and lists of optional student responses. The lesson plan contains letter charts/graphs for consistency of administration.
- The *Assessment Guide: Technical Summary* provides a comprehensive understanding and guidance for the effective and efficient administration of the following assessments: "Readiness Checks," "Phonemic Awareness Toolkits Assessments," "Student Observation Checks," "Daily Skill Checks," "Multi-Skill Checks," "Phonics Screeners," and "Cumulative Skill Checks."

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

- The materials include assessments in each lesson that align with the TEKS. Within the "Phonics and Phonemic Awareness Standards and Breakout Requirements - Evidence of Alignment Document," teachers find a detailed table that shows alignment within each unit and lesson to the TEKS. This document explains that formative assessment occurs during "Student Observations" and "Phonemic Awareness Toolkit" for grade 2 TEKS. Upon examination of the "Lesson Preview" found on the dashboard, teachers see these formative assessments and reference their alignment through the "Evidence of Alignment Document." This document explains that summative assessment occurs during "Software and Print Multi-Skill Checks" and "Cumulative Skill Checks" for grade 2 TEKS. Upon examination of the "Lesson Preview" found on the dashboard, teachers see these formative assessments align with the objectives and TEKS at the end of each skill set. There is no reference to TEKS or alignment of goals within the lessons in the Teacher Guide.
- The materials include diagnostic, formative, and summative assessments aligned to the TEKS. The evidence of the alignment document includes where to locate the lessons that correlate to the diagnostic, formative, and summative assessments. The *Program Overview* consists of a section outlining the program's assessments. The assessments include a readiness check, daily skills checks, student observation checks, multi-skill checks, phonemic awareness assessments, mid-year cumulative skill checks, and end-of-year cumulative skill checks. The assessments align with the lessons TEKS verified through the standards alignment review.

- The *Assessment Guide: Technical Summary* provides a comprehensive understanding and guidance for effective and efficient administration for the following assessments: "Readiness Checks," "Phonemic Awareness Toolkits Assessments," "Student Observation Checks", "Daily Skill Checks," "Multi-Skill Checks," "Phonics Screeners," and "Cumulative Skill Checks."

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

- The instructional materials contain assessments with items at different levels of complexity. The "Assessment Guide" provides clear instructions for administering and scoring all types of tests. It categorizes the complexity of instructional assessments as "low complexity" or "moderate complexity," depending on the assessment type. The "Levels of Complexity" section in the "Assessment Guide" outlines three levels of complexity and the required depth of understanding for low, moderate, and high-complexity items. Teachers can access the "Multi-Skill Check" through the dashboard, which describes each item assessed and provides print copies of student assessments. In the "Multi-Skill Check," teachers can use the "Assessment Guide" to compare the items to the "Level of Complexity" section to determine low, moderate, and high-complexity items within each part of the "Multi-Skill Check." For example, students needing enrichment options can choose from activities at various depth and complexity levels, to be completed independently or in pairs. The materials include tasks such as writing complete sentences using words from the "Most Common Words" list, independently applying phonics skills to mark or prove words, reading decodable books, and formulating questions to ask and answer about the book with a partner. Each of these independent practice options allows for TEKS-aligned enrichment with varying levels of complexity. Additionally, students needing support can work with the teacher in small groups to complete oral and written activities to apply their understanding of new skills.
- The materials contain assessments at different levels that are in line with the standards. The *Program Overview* includes a section that outlines the program's assessments. The assessments consist of a readiness check, daily skills checks, student observation checks, multi-skill checks, phonemic awareness assessment, mid-year cumulative skill check, and end-of-year cumulative skill check. These assessments are aligned with TEKS. Each assessment mentioned in the *Assessment Guide: Technical Summary* provides details about the content assessed and the level of complexity.

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 materials include instructional assessments and scoring information to provide guidance for interpreting and responding to student performance. Materials provide guidance for using 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 materials include guidance for interpreting and responding to student performance. A data Analysis Guidance document gives a structured approach to analyzing data. It is called PIT, which stands for Performance, Integrity, and Trends. The reports provided include a high level of detailed data for class and individual performance. Each data report guides interpreting and responding to student performance.
- The "Implementation Integrity Tool," accessed in the "Assessment Guide," guides interpreting and responding to student performance in instructional assessments. Suggestions include monitoring and recording observations and references and "Real-Time Coaching" videos for teachers to watch. These videos include topics related to anticipation of themes in errors and offer support in correcting those errors. The *Assessment Guide: Technical Summary* provides a comprehensive understanding and guidance for effective and efficient administration of the following assessments: "Readiness Checks," "Phonemic Awareness Toolkits Assessments," "Student Observation Checks," "Daily Skill Checks," "Multi-Skill Checks," "Phonics Screeners," and "Cumulative Skill Checks."
- The materials include guidance for interpreting and responding to student performance. The introduction states, "This Corrective Feedback and Next Steps Guide helps the educator identify errors, access scripting to support corrective feedback by skill domain, and decide the next steps for student-based error types." The "Next Steps Guide" in the "Assessment Guide" outlines common errors and steps for responding to student performance. A "Corrective Feedback Script" for each program component provides for letter recognition, phonemic awareness, phonics, and fluency. The "Assessment Guide" offers embedded tips for

interpreting errors due to errors across languages and a link to a guide for common error types related to language acquisition.
- The materials include scoring information to guide interpreting student performance. The "Observation Checkpoints Guide" provides scoring criteria color-coded by level of support and clearly defines those levels for the teacher to analyze the data.

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

- The materials guide teachers in responding to student trends in performance throughout the lesson cycle. The observation opportunities documented in the "Observation Checkpoints Guide" offer teacher suggestions for addressing student responses from observation checkpoints, dictation and transfer, and daily skill checks. The "Observation Checkpoints Guide" found in the "Assessment Guide" is for teachers to use in the lesson. The "Observation Checkpoints Guide" provides a scoring guide to inform effective note-taking in the "Student Observation Panel" and frequent recording of trending error types (phonemic awareness, encoding, decoding, and transfer) and is available in digital or print format.
- The materials provide guidance for using the included tasks and activities to respond to student performance trends on assessments. "Real-Time Coaching: The Review and Transfer Day: Part II" guides using student choice boards in the "Multi-Skill Sets." These choice boards offer activities for students based on their level of need. They inform small-group instruction and assign students tasks and activities based on their assessment performance throughout the instructional framework of each skill set.
- The supplemental materials can be accessed through the dropdown menu found by clicking the file folder icon in the teacher guide. The "Lesson Toolkit" resources inform teachers of options for reteaching and intervention lessons based on student assessment performance.
- The materials guide the use of tasks and activities to respond to student needs within the "Teacher Guidance For Meeting The Needs Of All Learners" section; a flow chart is provided to demonstrate guidance for teachers' instructional decisions based on data. The flow chart includes guidance for tasks and activities to respond to students' assessment performance. The "Most Common Word Toolkit" consists of an instructional script and activities to address student performance trends on evaluations.

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

- The materials include tools for teachers to track students' progress and growth and include tools for students to track their own progress and development. Each "Lesson Overview" consists of both objectives for teacher use and "Learning Statements" written in the form of "I can..." statements to ground students in the language of the concepts and skills and begin tracking their learning. The materials include a system for students to track their progress and growth. The "Correction Feedback and Next Steps Guide" provides printable templates for "Individualized Student Error Tracking."

- The materials include tools for teachers to track the student's progress and growth. Still, no material allows students to track their progress and development—the "Observation Checkpoints Guide" is for teachers, not students. Reports are provided at the teacher, implementation leader, and administrator levels. They generate detailed data on class and individual student performance. The reports provide evidence of a tool for students to track their own progress and growth. The "Most Common Words Toolkit" provides a word monitoring tracking sheet for teachers and caregivers to use as students demonstrate mastery of decoding and encoding the words on the list. There is evidence to support tools for students to track their own progress and growth.
- The materials include review and transfer choice boards that students complete with a partner or independently. The choice boards have skills taught during the unit for review and transfer, but students need a way to track their growth and progress. The instructions on these activities say that the teacher will give corrective feedback, and students are tracking their progress.

Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
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**
3.2b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	**2/2**
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.	**3/3**

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 pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). Materials include teacher guidance for differentiated instruction, enrichment, and 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.

- The materials include teacher guidance for providing different levels of instruction to students who have not yet mastered grade-level content and skills. The online "Teacher's Guide" offers support for teaching and practicing each skill set. Teachers use observational data to identify students who need extra help, more practice, or advanced challenges. Based on this data, students either participate in teacher-led activities for support, choose from practice activities, or engage in enrichment activities. The "Grade 2/3 Groups and Centers Routines" include sections for students who need extra support and those who need more practice. This document provides teachers with guidance on how to deliver different levels of instruction to students who have not yet reached grade-level mastery.
- The materials include teacher guidance for activities designed to support students who have not yet reached proficiency in grade-level content and skills. Teacher guidance is provided to support students in the "Lesson Toolkit," "MCWs Toolkit," and "Phonemic Awareness Toolkit." These toolkits offer decoding support through teacher-led and independent activities.
- The materials include teacher guidance for paired lessons for students who need extra support to reach grade-level proficiency. Teachers can access a flow chart for guidance, use a "Print Multi-Skill Check" for group work, and watch an "Implementation Essentials" video for lesson suggestions. The materials include a needs support section for teacher guidance and student-pairing lessons.

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

- The materials include pre-teaching supports for unfamiliar vocabulary. The supplemental materials, located in the file folder tab of the dashboard, provide "Language Lessons" that include pre-teaching academic vocabulary for the current lesson and reviewing previously taught academic vocabulary. The mini-lesson provides definitions and charts to connect learning. The lesson preview provides a script and training tips to model, explain, and communicate the concepts to be learned directly and explicitly.
- The instructional materials feature built-in support for unfamiliar vocabulary. They also provide a teacher script for introducing this vocabulary and opportunities for students to discuss with each other and the teacher. In "Part 2: Phonics and Spelling" of the lesson plans, teachers begin each lesson with a review that supports 3-5 academic vocabulary words previously introduced or within the lesson. The teacher uses the provided script to activate students' existing knowledge related to the vocabulary and apply it to the current lesson. Through the script and questioning techniques in this part of the lesson, students are introduced to the essential vocabulary needed for success with the day's skills and concepts. Additionally, the materials offer support for unfamiliar vocabulary. The language lessons include a section titled "Antonyms, Synonyms, and More," which covers antonyms, synonyms, homophones, homonyms, heteronyms, and palindromes. The "Language Lessons" in the "Supplemental Resource" include embedded supports for unfamiliar and/or academic vocabulary. For instance, in the "Common Abbreviations" lesson, the definition and usage of the word abbreviation are provided. Another example is found in the "Determiners" lesson, where a detailed definition and examples are given.
- The materials include pre-teaching or embedded supports for unfamiliar references in the text (e.g., figurative language, idioms, academic language).

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

- The educational materials include teacher guidance for providing different levels of instruction to students. The online "Teacher's Guide" offers support for teaching and practicing each skill set. Teachers use observation to identify students who need extra help, more practice, or advanced challenges. Based on this observation, students participate in teacher-led activities, choose from practice activities, or engage in enrichment activities. The online materials on the "Teacher's Guide" home screen provide different levels of instruction on the "Review and Transfer Day" of each skill set. Through observation, teachers determine which students "need support," "need practice," or "need enrichment." Based on this observation, the student learning path on this day involves teacher-led routines for students who need support and student choice boards for students who need practice or enrichment. The "Lessons Toolkits" lessons are designed to accommodate different learning levels for each

skill. These lessons support teacher guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level content and skills.

- The materials contain guidelines for teachers to provide additional challenges for students who have shown mastery of the grade-level material. Teachers can access "Transfer Routines" in each lesson overview at the bottom of the page. This resource provides various options and guidance for tailoring transfer routines to meet the needs of students in the enrichment group, including opportunities for independent and paired work and extended activities with the teacher.
- The materials include teacher guidance for extension activities for students who have demonstrated proficiency in grade-level content and skills. The materials provide a list of items in the program overview, including groups and center routines, student software, student transfer books, lesson toolkits, letter group books, at-home resources, decodable books, most common word toolkits, phonemic awareness toolkits, review and transfer day teacher resource pages, and review and transfer day student resources.

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).

- The program materials provide prompts and guidance to help teachers model, explain, and communicate the concepts being taught. The *Program Overview* details each part of the lesson cycle and summarizes the abovementioned indicators. This information is available in every lesson for all grade levels. The grade 2/3 lessons have a consistent "marking system" to help with phoneme-grapheme mapping. Based on research, this system assists teachers in modeling, explaining, and communicating the graphophone-me patterns in English using a multi-modal approach. Teachers use this marking system during direct instruction in whole and small-group lessons. Each lesson in the program is written as a script for teachers, including repeated routines for students. The script includes activities encouraging student-to-student discussions, references to anchor slides, formative assessment, and feedback opportunities, and tips for keeping the students engaged.
- The materials provide prompts to support teachers in modeling, explaining, and communicating the concepts to be learned directly and explicitly. The lesson includes training tips, teacher tips, a scripted lesson, word cards required for the skills taught, and instructions on how to teach the skill using the cards. It also provides opportunities for teacher modeling and student practice, teacher feedback, and student application. Teachers can access "Training Tips" at the beginning of each lesson, which includes specific supports, such as multi-modal teaching prompts, content information, and connections to prior learning.

- The lesson delivery includes a script for the instructional slides, which demonstrate, explain, and communicate the concepts to be taught. The lesson preview also includes a script and training tips to demonstrate, explain, and communicate the concepts to be learned.

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

- The materials provide teachers with guidance and recommendations for effective lesson delivery and facilitation using various instructional approaches. They include "Whole Class Lesson Delivery," "Groups and Centers," "Lesson Toolkits," "Review and Transfer Days," "Multi-Skill Checks," and "Phonemic Awareness Toolkits." Each lesson in the program comprises multi-modal, visual, auditory, and written components, which teachers deliver through consistent daily routines and differentiated "Review and Transfer" days within each unit. The lesson summary consists of four parts: Phonemic Awareness, Phonics and Spelling, Whole Class Transfer, and Extended Transfer. In each part, the materials offer teachers guidance and recommendations to effectively deliver the lesson using a variety of instructional approaches.
- The curriculum features periodic "Review and Transfer" days within each skill group. These days provide recommendations for effective, differentiated delivery of small-group lessons for students who require additional practice. Teachers have access to various activities, including multi-modal, oral, and written lesson delivery options.
- The grade 2/3 Groups and Centers Routines offer teachers guidance for effective lesson delivery and facilitation using various instructional approaches. The *Student Transfer Book* is aligned with each lesson and designed for daily use in groups and centers. It provides teacher guidance for effective lesson delivery and facilitation using various instructional approaches. The Student Choice Boards also offer teacher guidance for effective lesson facilitation using various instructional approaches within different instructional settings.

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 materials support various types of practice, offer guidance for teachers, and recommend structures for effective implementation. The *Program Overview* features a graphic illustrating the lesson cycle and how it supports teachers. It includes warm-up tasks, review, new instruction, dictation, whole class transfer, decodable passage, and differentiated groups and centers. Each lesson plan is designed to include direct instruction with kinesthetic, auditory, and visual supports through daily routines in the sections labeled "Phonemic Awareness," "Phonics and Spelling," and "Whole Class Transfer." Each of these lesson parts allows for teacher modeling to the whole group. Within each part of the daily lesson routine, whole-group instruction is followed by student activities completed as a whole group, in pairs, or independently. These activities may be oral or written and provide the teacher with support in

implementation through lesson internalization scripts, teaching tips, questioning strategies, and observational feedback.

- The *Program Overview* describes a teacher instructional cycle that helps students apply their learning to reading and writing differently. It includes whole-class lesson delivery, instructional design, and lesson frameworks. The program offers various types of practice and guidance to support recommended instructional structures.
- The materials provide support for various types of practice through choice boards. The "Student Choice Boards" are in the "Review and Transfer Day: Multi-Skill Check" section. These boards offer teacher guidance for various types of practice and suggest structures to facilitate effective implementation. These structures include teacher-led, partner-led, and independent centers.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	11/11
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.	2/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	1/1
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.	8/8
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 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 include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. 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 not designed for dual-language-immersion, materials include resources for dual language immersion programs.

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.

- Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency. Teachers can use the materials to help accommodate students with varying levels of language proficiency. The *Multilingual Learners Guide* has an "MLL Instructional Strategies Chart" link that provides strategies to support emergent bilingual students at different proficiency levels, such as beginning, intermediate, advanced, and advanced high. Some examples of strategies include using picture clues for visualization, seating students with different proficiency levels together, and using kinesthetic cues to differentiate between vowel sounds. The guide consists of "Supports for Multilingual Learners" and "Leveraging Multilingual Learners' Home Language." The "Supports for Multilingual Learners" section provides strategies tailored to six language proficiency levels for students from grade K through grade 3, based on ELPS descriptors.

- The materials guide teachers on offering linguistic accommodations for emergent bilingual students. Teachers are supported in the *Multilingual Learners Guide* and the *Special Populations Guide* on how to best assist these students. The document emphasizes explicit instruction, a gradual release of responsibility framework, and multi-modal strategies (visual, auditory, kinesthetic, and tactile) to benefit emergent bilingual students. The "Lesson Preview" also offers inclusive support for emergent bilingual students, including guidance on potential misconceptions within each lesson. Two sections, "Adapting Reading Horizons Curriculum" and "Strategies for Supporting within the *Special Populations Guide*," give teachers guidance on making instructional decisions for students in special populations. Teachers also use the lesson cycle to establish routines for all learners, including emergent bilingual learners. This incorporates opportunities for increasing academic language through multi-modal lessons that include opportunities for student engagement, such as repetition of the teacher model, student-to-student discourse, small-group practice with the teacher, and independent practice alone.
- The materials provide teacher guidance on providing linguistic accommodations for emergent bilingual students and varying language proficiency levels aligned explicitly with the English Language Proficiency Standards (ELPS). Additionally, they offer an ELPS correlation guide.

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

- The materials consist of a general overview and definition of two documents in the curriculum. These documents offer guidance and support for teachers when instructing multilingual learners. The materials focus on general best practices for teaching emergent bilingual learners and provide suggestions for their implementation.
- The materials support teachers in delivering lessons, teaching strategies, and giving feedback to emergent bilingual students. The "Lesson Preview" section has supports designed explicitly for emergent bilingual students. These supports include teacher guidance on common misconceptions that students may have within each lesson. The guidance provides background knowledge and highlights similarities and differences between English and other languages.
- There is evidence to support guidance for teachers in effectively using materials in state-approved bilingual/ESL programs.

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

- The materials provide embedded guidance for teachers to help emergent bilingual students develop academic vocabulary, improve comprehension, build background knowledge, and make connections across languages through oral and written communication. The lessons consistently support special populations, including emergent bilingual students, through various activities such as comprehension checks, vocabulary-building exercises, practice

opportunities for language proficiency, and context-based reading activities that enhance comprehension and background knowledge.

- The materials guide teachers to help emergent bilingual students improve their understanding and make connections across languages through oral discussions. The lesson cycle usually includes "Teacher Tips" to help facilitate cross-linguistic connections. The "Supplementary Materials" include "Language Lessons" that systematically and explicitly teach academic language and English conventions. These lessons involve oral and written communication in a small-group setting, allowing for applying cross-linguistic connections, such as recognizing similar or dissimilar sounding vowels and consonants, which are taught to teachers through the "Teacher Tips."
- The program incorporates oral and written communication that addresses the best practices for teaching emergent bilingual students. This includes visual aids, kinesthetic learning activities, and the "Universal Design for Learning." The lesson cycle supports teachers through consistent lesson routines that ensure emergent bilingual students are equipped with research-based strategies for language acquisition in every lesson. These routines include tips for using anchor slides, picture slides that demonstrate the movement of the mouth when speaking, and repetitive verbal activities that give emergent bilingual students opportunities to talk and connect with English phonemic patterns.
- The materials contain a *Special Populations Guide* that gives teachers a general overview of challenges for multilingual learners. They also feature charts that describe how the curriculum can be adapted, strategies for fostering positive behavior, and strategies for supporting communication.
- The materials include embedded guidance for teachers to support emergent bilingual students. There is a section titled "Needs Support Group" and a section titled "Needs Practice Group" under "Groups and Centers Routines." The document offers teacher guidance on routines for differentiated instruction, supporting the development of written and oral discourse. It also provides routines to guide students in developing decoding skills, comprehension, and sentence writing.

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 materials include teacher guidance to support emergent bilingual students in making connections across languages. The *Multilingual Learners Guide* has a section titled "Leveraging Multilingual Learner's Home Language," which provides teachers with guidance to help students make connections across languages through speaking and writing. This section discusses the similarities and differences between English and other languages, enabling teachers to use students' home language knowledge as a foundation for learning.

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 materials include an "Instructional Method" description that states phonics, "...is taught explicitly, systematically, and sequentially building from the simplest concept to more complex." The materials include a graphic in the "Program Overview" that depicts the progression of the instructional method. *Reading Horizons Discovery* "Program Overview" explicitly describes the methods and research used to create this systematic and sequenced phonics and foundational skills curriculum from grade K through grade 3. The overview illustrates the skills progression through a graphic showing skill progression from simple to complex, including early skills, common letter combinations, syllable types, syllable division, morphology, and advanced skills. This chart is aligned with daily lesson progression and shows a continuum of simpler to more complex skills and the overlapping review and reteach used to sequence the lessons in every grade level. The "Program Overview" explains the "logical and intentional sequence, building from simplest concepts to more complex." The "Skills Progression" demonstrates the sequenced instruction of phonics and foundational skills. For example, in grade 2/3, instruction begins with reviewing the five-letter groups and building nonsense words. Units continue to develop more complex skills, such as blending digraphs and suffixes in one-syllable and multisyllabic words. At the end of the "Scope and Sequence" for grade 2 and grade 3, students apply complex phonics rules, such as rules for reversed vowels (*oe*, *eo*, etc.), to various words.
- Each lesson includes specific objectives that follow a systematic and sequential progression from simple to complex skills. Each sequential lesson builds on prerequisite skills students

need to decode and encode more complex words throughout the year. For example, grade 2 lessons begin with a brief unit that reviews single vowel and consonant sounds. In the second and third units, teachers present skills for decoding and encoding with digraphs. In the fourth unit, the students learn strategies for reading and spelling more complex syllable types, including using suffixes and multisyllabic words. Then, the final unit of the program will present more advanced phonics skills.

- The materials include a "Scope and Sequence" that shows the progression of phonics skills from foundational to more complex. The materials also include a graphic depicting the progression of the skills taught. The "Grade 2 Scope and Sequence" guides the systematic and sequenced lesson delivery for phonics and foundational skills, including phonemic awareness, sound wall, phonics lesson focus, and most common words.

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

- The daily phonics lessons provide direct whole-group instruction that includes modeling, practice, and feedback in encoding and decoding. The teacher follows a consistent and intentional daily lesson cycle that allows for an explanation of specific skills taught and allows for the gradual release of responsibility from whole group teaching and activities in phonemic awareness and phonics and spelling followed up with whole-class transfer activities that enable students to practice in small groups and extended transfer that allows systematic, independent practice of daily skills. Each daily lesson includes online and printable resources that allow for whole group, collaborative, and independent practice of specific daily skills. Each section within a daily lesson represents a routine and includes suggestions for timing for each of the four components. Each lesson begins with a five-minute warm-up activity centered around phonemic awareness skills, a 25-30 minute whole group lesson centered that starts with a review of prior learning and progresses to new instruction in phonics and spelling, an eight-minute activity that applies the skill in a transfer lesson that includes words and sounds in isolation and a decodable passage, and fifteen minutes of extended transfer for students to practice newly acquired skills in small groups and independently.
- The materials include evidence of explicit and intentional daily opportunities for phonics and foundational skills. The materials include a detailed description of "Part 1" and "Part 2" of the "Lesson Framework." "Part 1" is the "Phonemic Awareness Warm-Up," where students spend five minutes engaged in explicit instruction, modeling, and independent practice with blending and segmenting. The materials include "Part 2" of the "Lesson Framework," in which students get thirty minutes daily to receive explicit instruction and practice with sound-symbol correspondence. Daily routines within each lesson provide for teacher modeling and student application. There are clear and concise instructions for teachers that explicitly teach the day's skill and purposefully allow for student practice. For example, each lesson includes a section for guided dictation where students apply the skill taught to spelling and writing.
- The materials include explicit and intentional daily opportunities for phonics and foundational skills. They also include a "Part 2" to daily lessons. For example, in Unit 2: Lesson 7, "Part 2" of "Digraphs: Voiced and Voiceless *-th*," the lesson starts by giving the teacher tips for the *-th* pattern at the beginning and endings of words. "Part 2" continues with visual word card cues

and breaks down decoding and encoding skills that are modeled, practiced, and moved to independent practice.

- The "Phonics and Spelling" section within each lesson provides explicit and intentional opportunities for phonics and foundational skills. Lesson 40, "Another Sound for G: Initial and Phonetic Skill 4," provides an example of a lesson script that guides teachers through explicit instruction. The materials prompt teachers to model applying the phonetic skills previously taught to correctly mark the words with the targeted sound(s). The students are led to participate in marking the following two words with the targeted sound(s) with support from the teacher.

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

- The materials include the practice of daily phonics skills in isolation. Within the warm-up of the daily lesson cycle, students in grade 2 will substitute sounds or segment words in teacher-read word lists. They will go on to learn new phonics skills and apply them in isolation through dictation routines for words. Finally, the lesson allows for the practice of sounds and skills in context through transfer slides that include lists of words and rules and decodable texts that allow the application of the daily skill. For example, grade 2 and grade 3 "Lesson 28, Short and Long Vowels," provides a warm-up script for deleting initial phonemes and segmenting five phonemes. In this script, all words are stated in isolation. The lesson introduces the new skill, and students are prompted to decode the slides with short and long vowel examples in isolation. Later, during "Whole-Class Transfer," students will decode slides and skill words in isolation and common sight words. They conclude this lesson section by decoding the skill words in the context of a short text. These same routines are repeated throughout the program on days new skills are taught. Another example, "Lesson 40: Another Sound for G: Initial and Phonetic Skill 4," is in the *Student Transfer Book: Book 1*. The transfer activities provide opportunities to word map, read words with the targeted skill(s) in isolation, review and read some words from the most common word list, and read words with the targeted skill(s) in sentences and a short passage.
- The lessons provided within the "Lesson Toolkit" allow teachers to "adjust instruction and reteaching" as necessary. The "Lesson Toolkit" lessons indicate which lessons they correlate with in grade 2. These lessons include an opportunity to practice phonics skills through sound-spelling wall practice, building and marking words, and word chains. The lessons also include decodable passages and sentences.
- The materials include practicing phonics skills both in isolation and through decodable texts. The materials include whole-class transfer cards and whole-class decodable passages in "Part 3" of the "Lesson Preview." The materials include a "Transfer Routines" tab under the "Lesson Summary" that includes a document titled "Grade 2 Groups and Centers Routines." This document provides support at varying levels for students to continue to practice phonics skills in isolation and through decodable texts. The instructional materials include printable decodable readers used to practice the phonics and reading skills taught in context. These decodable books are used in guided and independent reading, so teachers demonstrate skills and monitor student application of those skills.

- The lessons provided within the "Lesson Toolkit" allow teachers to "adjust instruction and reteaching" as necessary. The "Lesson Toolkit" lessons indicate which lessons they correlate with in grade 2. These lessons include an opportunity to practice phonics skills through sound-spelling wall practice, building and marking words, and word chains. The lessons also include decodable passages and sentences.

Materials include opportunities for cumulative review of previously taught skills.

- The materials provide opportunities to review previously taught skills at the beginning of each lesson. For example, lessons for grade 2 begin with a warm-up that reviews skills from prior lessons. The teacher provides a word, and the student substitutes previously learned sounds with the word as directed. For example, in grade 2, "Lesson 9, Digraphs *wh* and *ph*" instruction begins with a five-minute warmup where students practice substitution of final phonemes and blending three to four phonemes. The phonemes in this review were first taught in prior lessons. This type of daily warm-up is located in each day's lesson script, allowing for a cumulative review of previously taught skills.
- The materials include opportunities for cumulative review of previously taught skills. In addition to daily review, the materials offer periodic days to "Review and Transfer." After several lessons, a day is set aside for students to apply skills learned in various activities designed for reviewing recently taught content. The "Grade 2 Review and Transfer Day Routines" include choice boards for individual or partner practice of previously taught skills. The teacher reviews skills and checks for understanding of previously taught skills. The lessons have a review section at the start of "Part 2: Phonics and Spelling."
- The "Program Overview" provides a summary of the "Mid-Year Cumulative Skill Check" and "End-of-Year Cumulative Skill Check." The "Mid-Year Cumulative Skill Check" assesses skills taught from the beginning of the year to mid-year and tests students' ability to encode. The "End-of-Year Cumulative Skill Check" assesses skills taught from the beginning of the year to mid-year and tests students' ability to encode.

Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	8/8
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.	**3/3**
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	**4/4**

The daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction, and immediate and corrective feedback. Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

Evidence includes, but is not limited to:

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

- The materials include modeling with explicit instruction each day, including warm-ups that explicitly connect prior learning to new skills, modeling of new phonics skills, including picture cards that show mouth placement and kinesthetic tasks for practicing skills, clear directions for encoding and decoding, and transfer opportunities, including teacher-directed dictation and decodable texts. In "Lesson 28 - Part 2: Phonics and Spelling - Instruction," a direct and explicit script is provided for lesson delivery. The script begins with an explanation of the skill that will be taught. The lesson then proceeds to guide teachers on what to say, slides to use for modeling, and the use of any additional materials (if needed). The materials include attachments in the daily lessons to the "Grade 2 Groups and Centers Routines," providing direct and explicit instruction with teacher modeling.
- The lessons include explicit guidance for modeling skills. Modeling includes specific and precise phrasing, including recurring stems: "For this activity, I will spell a word. You will spell it back to me. Then you will write and mark the word on your board". This type of instruction is followed by instructions and examples with opportunities to mimic and repeat the modeled skills. In "Lesson 50 -Part 2: Phonics and Spelling - Most Common Words Instruction," a direct and explicit script is provided for lesson delivery. This lesson portion provides a script for direct and explicit instruction for reading and spelling words from the "Most Common Words" List. For example, the teacher script with student responses in parentheses in this lesson says, "Let's learn to read and spell the Most Common Word *needed*. This word is decodable, so we have already learned what we need to read and spell the word. Say the word *need*. (need) Let's segment the sounds. (/*n*/ /*ē*/ /*d*/) How many sounds do you hear? (three)"
- The materials include daily lessons with direct and explicit instruction and teacher modeling. Each lesson for all grade levels is structured the same way daily, is clear, concept—and skill-driven, and gives clear teacher expectations.

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

- The materials include scripted lessons with direct and explicit guided instruction opportunities. Unit 2, Lesson 17 reads: "Let's practice adding plurals to a word that ends with the consonant *x*. Let's read the word together. (box) This is a box. How many boxes are there? (one) The word *box* is singular because only one box exists. Now, how many boxes are there? (two) That's right! I had one box, and now I have two boxes. We changed the word *box* from singular to plural by adding the letters *-es* at the end of the word." Each daily lesson provides explicit direct instruction through daily learning routines. Within each of the four routines (Warm-Up, Phonics and Spelling, Dictation, and Whole-Class Transfer), there are multiple opportunities for practice with immediate feedback. These opportunities include oral repetition of sounds, oral question and answer, written practice of whiteboards, and student-to-student discourse. Each of these practice situations provides guidance for teachers to provide immediate feedback and correction while students work. Guidance includes common misconceptions and how to address them.
- The materials provide direct guided instruction tools for the teacher. Each daily lesson distinguishes teacher questions and possible student responses through color-coded texts. Blue text signifies words stated by the teacher or repeated by the group. In addition, pink text directs teachers in monitoring student progress by saying when it is important to circulate and provide feedback or complete an observation check.
- The materials include a *Corrective Feedback and Next Steps Guide*. This tool contains tables listing common errors in letter recognition, phonemic awareness, phonics, and spelling. Teachers use this tool to determine "next steps" when students need support in skill acquisition. Progress monitoring data determines when and if "next steps" are necessary to ensure mastery of specific skills and concepts. For example, if a student in grade 2 struggles with phonemic awareness, there is a script for completing a feedback cycle that includes sentence stems to help teachers identify the student's error, confirm the expectation, confirm what needs to be changed, guide correction in a positive way, and provide specific praise.

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

- The materials provide a variety of practice opportunities within each lesson cycle. For example, students in grade 2 learn to spell with *c* and *k* in lesson 6 of the first unit. Within the section "Phonics and Spelling," students practice choosing to begin a word with either *c* or *k* based on spelling rules taught on a poster. In whole-group practice, students read and spell example words for each rule. They also apply this rule through a substitution activity completed as an entire group but monitored individually by the teacher. Students in the lesson with "Whole-Class Transfer" allow students to review, reflect, and discuss the newly acquired rule in pairs and independently.

- The lesson plans specify which portions are completed as a class and which are for independent practice. Activities using skywriting, whiteboards, slides, and posters establish collaborative learning and independent practice routines. Collaboration in student-to-student discourse occurs during reflections on learning, whole-group practice happens daily during "Phonics and Spelling," and independent practice and observation checks occur throughout the lesson cycle.
- The materials include opportunities for students to practice independently in various ways. The "Lesson Summary, "Part 4: Extended Transfer" lists "Student Software Activities," *Student Transfer Book*, "Word Mapping," *Decodable Text: The Class Skit*, and *Decodable Book: The Red Sled* as opportunities to practice independently. "Daily Student Software" provides daily independent practice activities in decoding and encoding.
- The materials include a variety of opportunities for students to practice through collaboration. "Part 3: Whole-Class Transfer" of every lesson includes a whole-class transfer card and a decodable passage with words that practice the taught skill and review of previously taught skills as a whole group.
- The materials include a variety of opportunities for students to practice skills through collaboration and independently. The "Grade 2 Groups and Centers Routines" are opportunities for students who need support, practice, and enrichment. Each of those levels includes partner and independent practice of skills. The "Phonemic Awareness, Phonics and Spelling, and Whole-Class Transfer" sections within each lesson provide opportunities for students to practice skills through whole group, partner, and independent practice.

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.	**1/2**

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.

- The materials include intentional practice and reviewing letters, sounds, and phonics skills as part of the daily lesson cycle. In grade 2, the daily lesson cycle includes a routine for "Phonics and Spelling." Each day, this routine begins with a review of prior skills and how they relate to that lesson. Students are given opportunities to practice this prior skill in whole-group and independent lessons in both oral and written formats. For example, in Lesson 19 Double L: -*ell*, -*ill*, -*ull*, under the "Phonics and Spelling Review: Double *L* section," students are guided through practice of previously taught double *ll* at the end of words with vowels *a* and *o*. Then the lesson progresses to the new skills of decoding words with double *L* and vowels *e*, *i*, and *u*.
- The curriculum includes intentional cumulative review practice in the form of "Review and Transfer" days. This happens periodically throughout each unit and allows students multiple opportunities to review and apply multiple skills taught. The activities provide for independent, paired, and teacher-led small groups that reinforce previously taught skills through printable practice, games, and decodable books.
- The materials include intentional cumulative review and practice activities throughout the curriculum. The "Program Overview" defines the purpose of the "Multi-Skill Checks" as "a deeper application of multiple skills. Each group of skills is assessed three times throughout the "Scope and Sequence" in consecutive "Multi-Skill Checks." The "Program Overview" summarizes the "Mid-Year Cumulative Skill Check." The "Mid-Year Cumulative Skill Check" assesses skills taught from the beginning of the year to mid-year. The "Mid-Year Cumulative Skill Check" tests students' ability to encode.
- The materials include cumulative review and practice throughout the curriculum. The "Scope and Sequence" includes the timeframe for the "Review and Transfer" days throughout the curriculum. The "Program Overview" states that the "Review and Transfer" days are

"specifically designed days spaced throughout the scope and sequence following a set group of skills to provide students with additional opportunities for review and transfer. ...No new content is taught on this day."

- The practice provided within the *Student Transfer Book* allows for practice with current and previous skills. The activities include decoding and encoding opportunities through sound/word mapping, reading words with focused skill, sentences, and decodable passages. Repeatedly, after this book of additional practice activities, there are pages for students to practice writing using the phonics skills they have learned. These pages are titled "Review and Transfer."

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

- The materials include practice opportunities only on the phonics skills that have been explicitly taught. The "Guided Dictation" portion of the lesson consists of opportunities for students to decode and encode the newly taught skills and put them to practice with words that follow the pattern taught. For example, Unit 2, Lesson 10 states, "For this activity, I will spell a word. You will spell it back to me. Then, you will write and mark the word on your board. Markers down and hands out. I will spell it first: s-l-e-d. Give it back to me once. (s-l-e-d) Now, write it on your board as I spell it: s-l-e-d. Mark it. The "Phonics and Spelling" section within each lesson provides practice opportunities that include only phonics skills that have been explicitly taught. Lesson 31, "Trigraph—*tch*," provides an example of a lesson that guides students through decoding and encoding practice with the daily skill after it has been explicitly taught. "Whole-Class Transfer" routines are completed in every lesson. The specific skills taught for that lesson are practiced in isolation and context by decoding words related to the skill taught that day and by decoding text that includes the skill taught and high-frequency words. The materials give specific guidance for practicing the skill taught, including a teacher script and feedback.
- The materials include practice opportunities for phonics skills that have been explicitly taught. The "Program Overview" defines the "Lesson Toolkits." The "Overview" states, "The Lesson Toolkits are comprised of lessons covering the main skills taught." The online teacher materials' unit overviews describe the breakdown of skills into groups. Each lesson aligns with this overview, and within lessons, practice is completed for only the skill explicitly and directly taught in that lesson and any prior skills.
- The practice provided within the *Student Transfer Book* allows for opportunities to practice phonics skills explicitly taught through activities such as sound/word mapping, sounds, blending syllables, and reading words. For example, in the *Student Transfer Book*, there are additional practice activities for "Digraph Blends," including word mapping, word reading, and decodable sentences, and passages for use after completing Lesson 81 whole class. The activity pages also include review words and skills from previous lessons.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The materials include decodable text that incorporates the cumulative practice of taught phonics skills. This practice appears daily in every "Lesson Preview" under "Part 3: Whole-Class Decodable Passage." "Whole-Class Transfer" routines allow for cumulative practice by including prior learning in the decodable text on the card. Students decode this sentence or sentences as part of their daily routine, and throughout the units, the decodable texts grow in complexity, including many previously learned sight words. During "Part 3: Whole-Class Transfer," decodable sentences and passages are provided to allow for cumulative practice of phonics skills that have been taught. This structure applies to each lesson (L28-54) within Unit 3 and demonstrates the progression of skills becoming more complex. For example, the decodable passage states, "I was flinging a ball. It banged on a wall and rolled to the edge of the path. I yelled as I yanked it back. I am longing for the ball to stop rolling. But it keeps banging and rolling away."
- The materials include "Decodable Readers" for each grade level—the materials guide, which decodables readers should use with each lesson as cumulative practice. For example, grade 2 lessons and "Review and Transfer" days include specific decodable texts, phrases, and readers that provide opportunities to practice phonics skills taught up to that point. The "Lesson Preview" lists the following titles for Unit 2, Lesson 27: Lungs.
- The "Student Choice Boards" provided on the "Review and Transfer" days offer opportunities to "cumulative practice and transfer of skills." One activity on the choice boards involves reading decodable sentences and passages.

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

- The materials include opportunities for practice in connected texts with a daily instructional focus. The "Program Overview" defines why "Part 3: Whole-Class Transfer" exists in the daily lessons. It states, "It is important to remember that what is taught in isolation stays in isolation. Transfer is the independent application of learned skills at the word level and through connected texts across various reading and writing contexts." After explicit instruction of new phonics and spelling patterns within a daily lesson cycle, students practice decoding words that include that pattern in connected texts. The "Whole-Class Transfer" routine includes phrases and sentences with the phonics pattern of the day included. During "Part 3: Whole-Class Transfer," decodable words, sentences, and passages are provided to allow for cumulative practice of phonics skills that have been taught. This structure applies to each lesson (L28-54) within Unit 3 and demonstrates the progression of skills becoming more complex.
- The materials include opportunities for practice in isolation with a daily instructional focus. They also include a "Guided Dictation" portion of the lesson daily, where the teacher releases more responsibility to the student for practicing the skill taught that day. Within each daily lesson cycle, materials include decodable words grouped and taught in isolation to provide students with an understanding of the daily skill. These lists align with the "Scope and Sequence." For example, the materials say: "For this activity, I will spell a word. You will spell it

back to me. Then, you will write and mark the word on your board. Markers down and hands out. I will spell it first: d-r-i-n-k. Give it back to me once. (d-r-i-n-k) Now, write it on your board as I spell it: d-r-i-n-k. Mark it. Move around the room and provide corrective feedback. Let's check your work. Boards up. Point to the word. Read it twice. (drink, drink) Brad went to drink some water. Markers down and hands out. I will spell it first: t-h-a-n-k. Give it back to me once. (t-h-a-n-k) Now, write it on your board as I spell it: t-h-a-n-k. Mark it."

- The *Student Transfer Book* provides practice in isolation and connected text through activities like sound/word mapping, reading words with focused skill, sentences, and decodable passages. For example, Lesson 30: Spelling with *-ck* includes word mapping of the phonics skill with words in isolation, a short decodable passage, and a longer decodable text of the phonics skill within connected texts.

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 include formative assessments in various formats to measure student learning and determine the next steps for instruction. For example, the grade 2 materials include "Observation Checks" embedded in each lesson to monitor understanding, digital "Daily Skill Checks" that assess daily understanding and assign differentiated learning activities based on student scores, and periodic "Multi-Skill Checks" that assess transfer and include items from the current skills and previous two skills. Each of these formative assessment types is developmentally appropriate and progresses from simple phonics skills to more complex ones, allowing students to respond in various ways. The *Observation Checkpoint Guide* is one of the various assessments provided within the program. It provides "Quick Reference Scoring Criteria" that are developmentally appropriate and based on each grade level's performance.
- The materials include a variety of assessment tools that are developmentally appropriate. The "Program Overview" outlines the variety of assessment tools provided and developed appropriately for each grade level and lists "Review and Transfer" days, "Readiness Checks," "Mid-Year Cumulative Skill Checks," "End-of-Year Cumulative Skill Checks," "Single Skill Checks" and "Student Observation Checks," "Multi-Skill Checks," and "Phonemic Awareness" assessments for this curriculum. The materials include a "Readiness Check" at the beginning of the year to determine students' understanding of foundational skills and identify students needing additional support. For example, the grade 2 "Readiness Check" includes items to assess alphabet knowledge, phonemic awareness, and phonics. The "Readiness Check" components are developmentally appropriate and completed within a suggested time of 10 minutes.

- The materials include summative assessments in various forms. For example, grade2 materials include a "Mid-Year Cumulative Skill Check" and an "End-of-Year Cumulative Skill Check." Students apply encoding tasks and spelling patterns through various tasks, which should be completed in 10 minutes. The materials also include student software for students to use daily. This software allows students to practice skills taught and review previously taught skills, providing teachers with formative assessment information.

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

- The *Observation Checkpoint Guide* provides teacher guidance on why the assessment is used, what the evaluation is, when to administer observations, and how to use the checkpoint. This guidance supports clarity and consistency for accurate assessment administration. This guide provides an overview of how the "Observation Checkpoints" should be administered and utilized for data collection. For example, the guide offers the following specific directions for during "Observation Checkpoints": "Throughout the lesson, there are multiple embedded checkpoints where monitoring is key to deeply understanding student progress and mastery. For example, at the end of the Phonemic Awareness section of the lesson, teachers can use the "look-for" for phonemic awareness concepts, identify any student behaviors that signal the need for additional support or practice, and use the Next Steps to guide instructional decisions."
- The materials include "Print Multi-Skill Checks" and "Phonemic Awareness" assessments for each grade level in the "Supplemental Resources Folder," which provides a guided script that is the same for all learners. The instructions are clear and consistent for accurate administration. These materials include clear instructions and teacher tips for correct administration. A clear and concise teacher script and key are included, as well as tips for administering the test as a written assessment, using letter tiles, or typing. For example, the grade 2 "Phonemic Awareness" assessment in the "Substitute Phoneme" section states, "Now you will change a sound in a word to make a new word. Let's do one together. Say *cab*. (cab) Now change /*k*/ to /*t*/. (tab) Ready to change some more words? 1. Say *boat* (boat); change /*b*/ to /*k*/. (coat) ___ 2. Say *loss* (loss); change /*l*/ to /*m*/. (moss) ___ 3. Say *hike* (hike); change /*h*/ to /*l*/. (like) ___ 4. Say *ten* (ten); change /*t*/ to /*p*/. (pen) ___ 5. Say *moon* (moon); change /*m*/ to /*t*/. (tune) ___"
- The *Assessment Guide: Technical Summary* provides comprehensive understanding and guidance for the effective and efficient administration of assessments. The guide explains what assessments are available, when to use them, and how to administer them. This guidance supports clarity and consistency for accurate assessment administration. For example, for the "Skill Check" assessments, the guide indicates they should take five minutes and states the purpose of this assessment is to "Check for understanding and application of a single skill." then tells when to administer: "After each day's Whole-Class Lesson Delivery," and it states what information will be collected from these assessments: "Groups students for small-group instruction automatically • Assigns differentiated learning activities automatically based on scores • Suggests whether to reteach or progress to the next lesson."

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

- The materials include daily progress monitoring tools that the teacher uses to measure the acquisition of skills taught and plan for further lessons. Observational data gathered in whole group instruction, small group practice, and "Daily Skill Checks" is tracked in the "Final Student Observations Page," allowing teachers to make informed decisions for the next steps and student acquisition of grade-level phonics skills. The "Student Observation Checks," as mentioned in the "Program Overview," provide teachers with "multiple opportunities embedded within the *RH Discovery* lessons to monitor student performance." Guidance for the "Student Observation Checks" can be located within the *Observation Checkpoint Guide* to help ensure accurate measurement of students' acquisition of grade-level phonics skills.
- The materials include various progress monitoring tools that systematically measure students' acquisition of grade-level skills. The periodic "Review and Transfer" days materials allow teachers to complete differentiated progress monitoring based on student needs and offer systematic routines for assessing grade-level phonics skills. For example, students may complete independent or paired practices that provide data for student transfer of skills taught; in addition, small group teacher-led instruction within this day includes scripted assessment tools that monitor student growth and understanding.
- The materials include a description of the "Phonemic Awareness Toolkit Assessments" purpose in the "Program Overview." These assessments are included "to allow teachers to regularly monitor the progress of students receiving phonemic awareness instruction in the program."

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

- The materials include a variety of assessments systematically spaced across the school year to monitor student progress in acquiring and applying phonics skills. Examples of these assessments include "Daily Skill Checks," "Multi-Skill Checks," "Middle of the Year Cumulative Skill Checks," and "End of the Year Cumulative Skill Checks." The "Mid-Year Cumulative Checks," as mentioned in the "Program Overview," "will include the skills from the beginning of the year to mid-year to measure student performance in skills taught to that point in the program." This assessment aligns with the lessons taught within the program and with progress monitoring tools. The "End-of-Year Cumulative Checks," as mentioned in the "Program Overview," "is a cumulative measure of student performance of the skills taught in the program." This assessment aligns with the lessons taught within the program and aligns with progress monitoring tools.
- The materials recommend formal annual assessment times and include daily embedded assessment opportunities within the lesson cycle to determine adequate progress in grade-level phonics skills. Daily embedded assessments include "Observation Checkpoints" and "Checks for Understanding."
- The materials include a "Readiness Check" at the beginning of the year. The "Readiness Checks," as mentioned in the "Program Overview," are administered at the beginning of the

year. This assessment "is to identify student readiness to learn foundational skills and determine which students may need additional support during initial instruction." This assessment aligns with the lessons taught within the program and aligns with progress monitoring tools.

- The materials include an *Assessments Guide: Technical Summary* in the "Program Overview," which includes a graphic of the progression of assessments throughout the curriculum. That graphic displays how assessments build on others and when aligned with progress monitors.

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	6/6
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.	**2/2**
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	**2/2**
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	**1/1**

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. Materials 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 include a digital data management tool to enable teachers to document individual student data regarding progress on taught skills. For example, each lesson "Skill Check" for individual students is tracked as a percentage of items correct with color coding to determine the student's proficiency level, with green being proficient, yellow being emerging, and red showing that the student needs support. Information gathered in the digital data management tool yields data by skill that teachers analyze and interpret. For example, the reports include student assessment data across multiple lessons so that teachers may chart progress over time and determine instruction based on this progress.
- The materials include data-management tools for tracking individual student progress to make instructional decisions to accelerate instruction. The "Program Overview" includes a "Reports" section. The "Reports" section has a subsection titled "Administrator Overview Reports." The document states, "Usage reports will inform teacher adoption rates and alignment with district initiatives, which can guide training, coaching, intervention needs, and program effectiveness decisions." As mentioned in the "Program Overview," the "Daily Skill Check Data" report allows teachers to view "data for initial and post skill checks for multiple lessons" to support appropriate instructional decisions to accelerate instruction. The "Multi-Skill Check Data" report "enables teachers to see the results of multiple Multi-Skill Checks in one place and allows them to see how students are performing in each skill group." The report

"allows teachers to review student mastery and retention of skills" to make appropriate instructional decisions to accelerate instruction.

- The materials include a "Student Skill Progress Report" report that "provides overall data looking at Whole-Group Instruction recorded observations, Initial Skill Check, Small-Group Instruction recorded observations, and Post-Skill Check to determine the effectiveness of instruction and practice." Once the data is collected, the report informs the teacher of the next steps.

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

- The materials include a digital data management tool. This tool lets teachers document whole class data regarding progress on taught skills. The materials include the "Multi-Skill Check Data Report," which "helps teachers and administrators to see the results of multiple Multi-Skill Checks in one place and allows them to see how students are performing in each skill group." For example, class data is charted in tables across multiple "Multi-Skill Checks" for teachers to analyze and determine the class's instructional needs. The information gathered in the whole class reports helps teachers plan differentiated instruction. Color coding shows which proficient students need monitoring and intervention so that teachers can plan small-group instruction or enrichment based on student needs.
- The materials include data-management tools for tracking whole-class student progress and analyzing the patterns and needs of students. The report includes alerts for areas of concern, sorts the students into groups by skill proficiency, and reports on the accuracy of skills taught. The "Class Skill Proficiency Report," as mentioned in the "Program Overview," allows teachers "to view class data for initial and post skill checks for multiple lessons. This allows viewers to determine skill proficiency and improvement after supported practice."
- The materials include data management tools for tracking the whole class's progress to analyze patterns and students' needs. The "Student Skills Progress Report," as mentioned in the "Program Overview," "provides overall data looking at whole-group instruction recorded observations, initial skill check, small-group instruction recorded observations, and post-skill check to determine the effectiveness of instruction and practice." This report will provide guidance during data analysis of patterns and needs of students for individual students but not for the whole class.

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

- The materials include various specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. The materials include the "Multi-Skill Check Data Report," which guides determining the frequency of progress monitoring based on students' strengths and needs. Based on the data, the report groups/categorizes the students into "Needs Support," "Needs Practice," and "Needs Enrichment" groups. The students who

need support will be assessed again on the embedded "Review and Transfer" days to look for skill growth and progress.

- The materials include various specific guidance on determining the frequency of progress monitoring based on students' needs. They also include a graphic depicting the flow to determine progress monitoring throughout the curriculum. The graphic includes the progression of where to go after the assessments have taken place and how the observations and progress monitoring checks all interconnect.
- The materials include a variety of specific guidance on determining the frequency of progress monitoring based on students' needs. The *Assessment Guide* clearly outlines a strategy for teachers to use in determining the frequency of progress monitoring called "PIT." PIT is a three-step approach to the assessment and analysis of data that includes "Performance" (students complete a skill check), "Integrity" (teacher stops to evaluate data and examine trends that will determine the proficiency of the instruction), and "Trends" (teachers examine class and student patterns in growth to determine when and how to instruct further and monitor). Teachers use this strategy to guide instruction, assess student needs, and plan for the frequency of progress monitoring. The *Assessment Guide: Technical Summary* provides a table with specific guidance on determining when to administer various assessments for progress monitoring throughout the school year. The data set from multiple times within the school year supports instructional decision-making based on students' strengths and needs.
- The materials include a variety of specific guidance on determining the frequency of progress monitoring. The *Observation Checkpoint Guide* "guides teachers on how to use observation as formative data." The guide also guides when and how to use this progress monitoring tool. The program indicates the use of the *Observation Checkpoint Guide* "is essential for making informed decisions such as adapting teaching methods or addressing individual student needs."

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

- The materials include guidance on accelerating learning based on progress monitoring data to reach mastery of specific concepts. "Part 4" of the lesson cycle provides centers daily to support students who need support, need practice, and are ready for enrichment. These align with the daily skill checks, review, and transfer day routines. The grade 2 "Groups and Centers Routines" guides students who need enrichment. The "Program Overview" mentions the "Daily Skill Check" data can automatically be used "to group students for differentiated small groups and centers." The small groups and centers can include students who need enrichment, but there needs to be evidence to support guidance on accelerating learning based on progress monitoring data.
- The materials include guidance on accelerating learning based on the progress monitoring data. The "Lesson Toolkits" are "lessons and aligned activities that are designed to be used to differentiate learning for each skill at the decision point in the Instructional Cycle or at other times when the need is established." The materials can guide students to mastery of skills and concepts based on data derived from progress monitoring tools.

- The materials include a variety of guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. Teachers access student data for daily skill checks in real-time through the "Lessons Insights" page of the online platform. Student data is represented in a color-coded format. Students who master a task are coded green and score 80% or better. Students who require the teacher to monitor progress are coded in yellow and score 60-79%. Students scoring below 60% are coded in green and need intervention. Teachers use this data to determine small group and independent activities and accelerate instruction through differentiation. The materials also include a "Corrective Feedback" and *Next Steps Guide*. This tool includes tables that list common errors in letter recognition, phonemic awareness, phonics, and spelling. Teachers use this tool to determine "next steps" when students need support in skill acquisition. Progress monitoring data determines when and if "next steps" are needed to ensure mastery of specific skills and concepts.

Foundational Skills

5.B.1	Oral Language Development	21/21
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)	**8/8**
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	**4/4**
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)	**9/9**

The 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). Materials include opportunities for students to engage in social and academic 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.

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 grade 2 materials allow teachers to model and practice oral language and oracy through systematic lesson routines. This includes explicit instruction on letter sounds, blends, digraphs, and decodable texts. Students also reinforce their skills by using sentence dictation, reading decodable texts with partners, and other oral language and oracy activities. Each opportunity is systematically repeated throughout the program, offering many chances for oral language and oracy development.
- The materials in grade 2 include a "Lesson Toolkit" in the "Supplemental Resources Folder," a step-by-step lesson plan to guide teachers through oral language and oracy activities. The lesson is an explicit and systematic progression in modeling, guided practice, feedback and coaching, and independent practice. For example, the "*R*-blends: *dr* and *fr*" lesson correlates with grade 2 Lesson 11. It includes "Phonemic Awareness" skills modeled and independent practice. In the instruction portion of the lesson, students practice marking the word while the teacher coaches them and gives them corrective feedback. The lesson continues with dictation, spelling, and recommended transfer opportunities for independent practice.
- The *Corrective Feedback and Next Steps Guide*, included in the materials, provides explicit and systematic guidance on coaching and feedback for developing oral language and oracy. The *Corrective Feedback and Next Steps Guide* supports the development and feedback in "Alphabet Knowledge and Print Concepts," "Phonemic Awareness," "Phonics," "Word Recognition and Analysis," and "Fluency." The materials provide possible student errors and

the next steps. For example, the guide states if the student inaccurately names letters, the next steps would be to use "Lesson Toolkits" to reteach, "Visual and Auditory Drills" included in materials to repeatedly practice in a structured manner, and incremental rehearsal by presenting flashcards with letters the student knows and a couple of unknown letters presenting known and unknown allows for high success rates. It can increase the retention of newly learned letters.

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

- In grade 2, the materials offer many social and academic communication opportunities. Students may communicate at times with the teacher in whole group lessons. For example, "Lesson 32, Part 2, Phonics and Spelling" includes scripted whole-group questions for students to communicate their understanding of marking and proving a phonetic skill pattern for closed syllable words. The lesson cycle continues with the spelling of high-frequency words in context. During this portion of the lesson cycle, the lesson script prompts students to discuss the sentence read with a partner. Finally, during stations, they have social communication opportunities when students practice skills and share information about themselves with planned questions, including asking about favorite things.
- The materials in grade 2 include opportunities for students to engage in academic communication. For example, grade 2 materials include lessons with scripted opportunities for students to elaborate and clarify their ideas on previously taught vocabulary. Unit 2, Lesson 10, Part 3 includes the "Whole-Class Transfer" Decodable Passage on *L*-Blends: *bl*, *cl*, *fl*, *gl*, *pl*, and *sl*. Students take turns reading with a partner and then turn and talk to their partner about what they read. The materials include opportunities for students to develop academic communication.
- Activities such as "Word Detectives," "Partner Read," and "Ask and Answer" are provided for partners to participate in during workstations. These opportunities allow students to engage in academic communication for different purposes and audiences. In Lesson 39, students are directed to turn and explain how to prove the word to their partner. The academic communication throughout the lesson is controlled and scripted.

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

- The materials in grade 2 include opportunities for students to listen and discuss to understand information and ideas. For example, "Lesson 56: Adding Suffixes *-ed* and *-ing* to Phonetic Skill 1-3" provides scripted modeling and information for the students to hear as they watch the model and observe examples through slides. The script includes information and ideas for decoding and encoding with this skill. Within this lesson cycle, there are also multiple opportunities for students to discuss information and share ideas with other students through partnered turns and talks where they are prompted to explain how to mark and prove a word or share what they learned in decodable passages.

- The grade 2 materials include periodic breaks in new instruction for students to transfer groups of newly acquired skills and receive additional support if needed. These days, students are given the opportunity in centers to read decodable passages and books with partners in a routine called "Ask and Answer." After reading, the students create questions for each other and take turns answering to show understanding and share information about what they read. These opportunities to ask questions for understanding and sharing ideas are embedded throughout the program's pacing within each "Review and Transfer" day.
- The materials in grade 2 include authentic opportunities for students to listen actively, engage in discussion to understand information, and share ideas. For example, grade 2, Unit 2, Lesson 14, Part 2: Phonics and Spelling, "Guided Dictation" begins with students listening to the teacher review the skill just taught and collectively practicing it with the teacher. Then the script allows for a check for understanding. It states, "Get with your shoulder partner. Partner A will explain to Partner B how to mark the word. Then switch, and Partner B will explain to Partner A how to mark the word."

Foundational Skills

5.C.2	Letter-Sound Correspondence	30/30
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)	**24/24**

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 materials provide a "Scope and Sequence" that shows a progression that starts with five lessons that review letter-sound relationships taught in prior grade levels for each alphabet letter. These letters are taught in five groups, including vowels and four consonants. The letter groups are taught from most commonly to least commonly used. For example, grade 2 materials teach a short vowel sound and four letters in each of the first five lessons, and the first lesson includes the letters *A*, *M*, *S*, *P*, and *T*, which are more commonly used than letters in later groups.
- The materials for grade 2 include direct, explicit, and systematic introduction of letter-sound relationships in an order that allows for encoding and decoding. For example, in grade 2 materials, Lessons 10-14 focus on blends. The previous nine lessons have been setting the stage with the vowel/consonant lessons and digraphs. Now that students have the foundation set, the teacher can explicitly and directly teach more complex word-building strategies with blends. The lesson focus for lessons 10-14 are *l*-blends, *r*-blends, *s*-blends, final blends, and some review of digraphs to assist students in building automaticity with previously taught skills.

- Materials include guidance for explicit instruction, systematically introducing letter-sound relationships, and how to apply them for basic decoding. Grades 2/3 Lesson 60 provides a direct and explicit introduction of vowel *r*: *er*, *ur*, and *ir* words for decoding and encoding. Lesson 60 systematically builds upon Lessons 58 (*ar*) and 59 (*or*).

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 materials for grade 2 include online lesson scripts to help teachers teach letter-sound relationships effectively. These scripts contain "Training Tips" in green boxes, supporting common errors and misconceptions. For instance, "Lesson 5, Letter Group 5: U, Q, Z, X, C, and K" provides a rhyme to help students struggling to distinguish when to use the /*k*/ sound with *K* or *C*. It also advises that the short *u* sound may be challenging for Arabic speakers and that the sound /*z*/ may not exist in some languages. The suggestions for supporting students with these challenges include using phonics phones and comparing the correct sound's articulatory features to the ones the students make.
- The materials in grade 2 include Part 1 of the "Lesson Plan," which is dedicated to "Phonemic Awareness." The materials include direct and explicit instruction with feedback based on common errors. For example, the "Teacher Tip" at the beginning of Lesson 28 states, "For segmenting five phonemes, tap each phoneme in the word starting with the pointer finger and thumb and continuing to the third, fourth, and fifth fingers. Then, move back to your pointer finger and thumb for the fifth phoneme. After saying all the sounds, pull your fingers together with all the fingers and thumb touching, and say the blended word. This kinesthetic scaffold can be transferred when spelling during dictation and other independent writing tasks." The materials also include scripted instructions for teachers to collect data for feedback. For example, Lesson 28 states, "Observation Checkpoint: Record students needing additional support in the Student section of the tool."
- 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. For example, Lesson 41, Part 2: Phonics and Spelling - "Guided Dictation" provides an example of guidance for direct and explicit instruction through dictation decoding and encoding practice. Throughout the practice, teachers are prompted to "move around the room and provide corrective feedback."

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)

- Materials in grade 2 provide various opportunities for students to develop, practice, and reinforce skills taught in isolation and decodable text. For example, the daily lesson cycle in grade 2 incorporates kinesthetic routines to develop and remember letter sounds, modeling and practice of decoding and encoding through repetition routines and whiteboard routines

during dictation, and application of skills taught throughout the "Whole-Class Transfer" slide that includes sounds in isolation and decodable texts and phrases that students hear, read chorally and practice with a partner. In addition, the daily lesson cycle includes embedded skills from prior lessons into each of these routines so that students can reinforce learning daily.

- The materials include "Review and Transfer" days embedded throughout the curriculum periodically throughout the lesson progressions to review and transfer the knowledge of phonics skills learned cumulatively. The materials include a choice board used independently or with partners depending on the level of support on skills and concepts. For example, on grade 2 "Review and Transfer Day, Multi-Skill Check #12" reviews and transfers Lessons 1-6. The materials include skills in Letter Groups 1–5 and Spelling with *C* and *K*. Students can work with a partner or independently transfer skill(s) learned through activities such as "Beat the Clock," "Spell and Mark/Prove," "Fill-in-the-Blank," "Fluency," and reading Decodable passages. These developing, practicing, and reinforcing skill activities can be in isolation and within the context of meaningful text. The words selected in the materials allow for developing, practicing, and reinforcing one-syllable and multisyllabic words in isolation and decodable connected text. Skill Group 21- Silent letters and Decoding Exceptions (Lessons 99-102) provide examples of the activities with one-syllable and multisyllabic words.
- Materials in grade 2 include supplemental resources such as the "Lesson Toolkit" that can be used at any time throughout the program at the teacher's discretion. These lessons provide additional activities to develop and practice skills taught and to reinforce prior learning. For example, the toolkit "Digraphs: Voice *th*" provides lessons on creating the correct articulation of the voiced /*th*/ sound through a script and picture card reference to mouth shape. The script continues to practice applying this sound while blending it with the short *i* vowel sound and the phoneme /*s*/. Students follow prompts from the teacher for blending and receive immediate feedback to reinforce learning. In addition, the toolkit includes decodable texts for developing this letter-sound relationship in context and practicing it in small group repetition, partner reading, and independent reading. Within each decodable text are embedded prior skills to increase opportunities for cumulative review.

Foundational Skills

5.D.1	Phonological Awareness (K–2)	12/12
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)	**2/2**
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)	**6/6**

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 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, practice, and 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 materials include a systematic sequence for introducing phonological awareness skills aligned with grade-level TEKS. The Grade 2 *Scope and Sequence* outlines a systematic approach for introducing phonological awareness activities. These activities include adding, deleting, substituting, blending, and segmenting syllables in different parts of a word. The sequence starts with simple skills and progresses to more complex ones. The first lesson involves substituting initial phonemes and blending 3 to 4 phonemes. The indicator suggests that the materials introduce phonological activities with larger units of sound to smaller units of sound, specifically, adding, deleting, and substituting syllables. The materials for Grade 2 include evidence of Phonological

Awareness Skills. For example, the lessons start with simple phonological awareness activities and gradually transition to more complex activities. For example, in Grade 2, Lessons 1, students begin by substituting initial syllables and blending three to four syllables. Materials in Grade 2 include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS. For instance, in the Toolkit there are numerous games and activities to review phonological awareness skills. One game is called syllable showdown. Students figure out how many syllables are in each word and the word with the most syllables wins.

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

- The materials include a "Corrective Feedback and Next Steps Guide" which offers feedback based on common errors and misconceptions for phonological awareness. For instance, the scripted Lesson Plans for grade 2 Lesson 31, suggests teachers to "Move around the room and provide corrective feedback." This allows teachers to identify common errors and misconceptions related to blending syllables which is phonological awareness. The guide also offers a range of options for students who inaccurately blend syllables, including "Continuous/Successive blending: Sound out the words with no stopping or pausing between sounds." The Corrective Feedback and Next Steps Guide includes a five-point process: identifying the error; confirm the expectation; confirm the change; guide correction; providing specific praise. Moreover, the Corrective Feedback and Next Steps Guide provides a sample script for teaching "alphabet knowledge and print concepts, phonemic awareness, phonics, word recognition and analysis, phonological awareness, and fluency."
  The materials contain a *Program Overview* with a link to the *Corrective Feedback and Next Steps Guide.* This guide includes guidance on common errors for phonological awareness, and teachers are provided with several explicit next-step options to use for correcting the error. For example, if a student in grade 1 inaccurately segments syllables teachers are instructed in four ways to correct the inaccuracy: "Use the Phonemic/ Phonological Awareness Toolkits to practice segmenting. Provide students with numerous opportunities to practice segmenting. Consider using transition times to embed more chances to interact with segmenting.

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)

- Grade 2 Scope and Sequence outlines opportunities for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS.
- Grade 2 lessons provide a variety of activities and resources for students to develop, practice, and reinforce phonological awareness skills. The materials include various activities designed to help students develop, practice, and reinforce their understanding of phonological awareness. For example, grade 2 includes gestures/body movements and other kinesthetic activities to help visualize word parts and syllables. In Lesson 2 of Unit 1, the activity reads, "For substitution tasks, use the following hand motions: Extend one arm straight in front of you. With your other hand, tap

down your arm to represent the number of syllables in each word. Tap the location on your arm representing the syllable you want students to substitute. Put your hand back on your shoulder and slide your hand down your arm, blending the syllables to say a new word."

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	13/13
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)	**2/2**
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 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)

- The materials include a systematic sequence for introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. Grade 2 Lesson 15: Part 1 includes a systematic sequence for introducing phonemic awareness, beginning with simple to more complex skills. In Lesson 15: Part 1, the explicit instructions begin with the teacher saying a word and the students identifying and changing the medial sound in the word to make a new word. In the next set of skills in the lesson (blend: four phonemes), the teacher says four sounds, and students put the sounds together to make a word. Then, In Lesson 51: Part 1, the explicit instructions begin with the teacher saying some sounds, and students will combine the sounds to make a word. In the next set of skills in the lesson (segment: three to five phonemes), the teacher says a word, and students say all the

sounds in the word. Narrative Evidence 3 will show the comparison in complexity with a later lesson. Continuing the systematic sequence in lesson 116: Part 1, the explicit instructions begin with the teacher saying a word and students taking away the second sound in the word. In the next set of skills in the lesson (substitute second phonemes), the teacher says a word and tells the students to change the second sound in the word to make a new word.

- The materials in grade 2 include lessons arranged in a systematic sequence that allows students to begin with more straightforward phonemic awareness skills and progress to complex skills. For example, "Lesson 6: Spelling with c and k" provides activities where students segment three phonemes to create a one-syllable word. In later lessons, such as "Lesson 84, Jobs of Y: y as Long e", students complete activities with more complex segmenting skills with multisyllabic words such as "sleepy" and "tidy." Another example, "Lesson 15, Plurals: -s," includes activities for blending and segmenting one-syllable words with three phonemes. In later lessons, such as "Lesson 109, Letter Combinations That Split: Blends and Digraphs," students blend, segment, and manipulate phonemes in multi-syllable words such as "history".
- Materials in g2 include a systematic sequence for introducing phonemic awareness. For instance, in Lesson 1, the students begin by substituting initial phonemes and blending three to four phonemes. They then proceed to substitute phonemes from all parts of the word and substituting, deleting, and reversing phonemes in Lesson 127. Additionally, in the Supplemental Resources Reteach Lessons, the students practice their phonemic awareness skills by blending and substituting phonemes in one- to multisyllabic words.

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)

- Materials in grade 2 include direct and explicit instruction for teaching phonemic awareness with explanatory feedback. For example, Lesson 41: Another Sound for G: Trigraph -dge provides a Training Tip that shares with students that no English words end in the letter j. This will assist in preventing a common error and confusing the letter j for the letter g—another example is Lesson 116: Other Sounds for EA. There is a Training Tip for the teacher that encourages him/her to share with the students that the vowels "ea" are not always adjacent. These vowels can also make the long e, long a, and long e/schwa sounds.
- The materials include a Corrective Feedback and Next Steps Guide that provides feedback based on common errors and misconceptions. The guide provides direct and explicit recommendations for explanatory feedback based on errors in phonemic awareness. The script has the teacher identify the error, confirm the expectation, confirm the change, guide the correction, and provide specific praise. The guide provides scripts for specific examples of errors. For instance, if a "student inaccurately identifies isolated phonemes," the teacher follows the five-point process and selects an appropriate next step (ex., exaggeration). The scripted lesson plans for grade 2, Part 2: Phonics and Spelling, state, "Move around the room and provide corrective feedback." This is a time for teachers to observe the common errors and misconceptions centered around manipulating phonemes in a word. The "Corrective Feedback and Next Steps Guide provides a list of options for students who inaccurately

manipulate phonemes in a word. One of those options is multimodal approaches such as manipulatives or tactile materials, Elkonin boxes, or hand motions. I have included a screen grab."

- The materials include lessons with scripts that have precise language for teaching phonemic awareness. For example, grade 2, Lesson 2 includes a script for changing the first sound /f/ to /s/, and my new word is *sit*. Your turn! Say *map* (map); change /m/ to /t/. (tap) Say *hot* (hot); change /h/ to /j/. (jot) Say *tug* (tug); change /t/ to /r/. (rug Say *big* (big); change /b/ to /j/. (jig)..." Then teachers are guided to segment four phonemes, "I am going to say a word, and you will tell me all the sounds in the word. Listen closely because these words all have blends. Blends are two sounds that go so smoothly together; we really have to pay attention to separate them. Listen to the word *step*. Do you hear how the /s/ /t/ blends together? Those are still two sounds: /s/ /t/ /ĕ/ p/."

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

- The materials include explicit guidance for connecting phonemic skills to the alphabet principle to support decoding and encoding of text; for example, the Phonics Toolkit "S-Blends: sn" provides direct lessons and games for helping students with orally segmenting the word "snag" as /s/, /n/, /a/, /g/. Then, students decode and encode chains of words with the same pattern as the initial sn-blend, followed by a short vowel and a final consonant.
- The "training tips" in the "phonemic awareness" section of the lessons provide direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support the transition from oral language activities to basic decoding and encoding. For example, in Lesson 31, the training tip suggests, "For deletion tasks, use the following hand motions: 1. Extend one arm straight in front of you, 2. With the other hand, start at your shoulder and slide down your arm as you say the word slowly. 3. Point back to the location on your arm that represents the phoneme, syllable, or word that needs to be deleted; 4. Put your hand back on your arm and blend the remaining sounds to say the new word."
- The materials include a Phonemic Awareness Toolkit that gives explicit and direct guidance for connecting to the alphabetic principle to support students in transitioning from oral language activities to basic decoding and encoding. For example, the grade 2 materials include a section on segmenting. The script states, "Instruction: I will say a word, and you will segment, or break apart, each sound in the word. Listen to the word sit. I can segment it into each sound: /s/ /ĭ/ /t/. Let's try another one. Listen to the word: cap. Segment those sounds with me: cap. (/k/ /ă/ /p/) Yes, the word cap has the sounds /k/ /ă/ /p/."

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 include various activities and resources for students to develop, practice, and reinforce phonemic awareness skills through cumulative review. For example, in grade 2, Multi-Skill Check #3 reviews skills taught in Lessons 15-21 over Doubles s, f, z, Double l, Plural -s and -es, and sounds of -ed as /t/ and /d/. Students participate in a choice board of activities, some of which include building word activities and beating the clock.
- The materials provide a daily cumulative review at the beginning of each "Phonics and Spelling" portion of the lesson cycle. The lessons provide a specific script for reviewing previously taught skills and applying them with new phonemic awareness skills through encoding and decoding lessons and dictations. For example, grade 2, "Lesson 8, Digraphs: ch and sh," has an embedded review of the initial digraph "th" that reinforces blending and segmenting with this digraph. The lesson goes on to compare the "th" to the "ch" and "sh" digraphs as they are introduced, providing connections for transfer.
- Grade 2 materials provide a variety of activities and resources to develop, practice, and reinforce phonemic awareness skills. For instance, in the Review and Transfer Day Routines, three groups are assigned numerous developing and practicing activities. There are teacher-led transfer activities and partner-led transfer activities. The various activities include beating the clock, spelling, and marking/Proving, Filling in the blank, Writing a sentence, fluency, and Reading the passage, to name a few.

Foundational Skills

5.E.1	Sound-Spelling Patterns	16/16
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)	**6/6**
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 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)

- The materials include lessons that are written in a systematic format that aligns with the TEKS for the grade level, including decoding words with short, long, or variant vowels, trigraphs, and blends; decoding words with silent letters; decoding multi-syllable words with many syllable patterns, decoding compound words and contractions, spelling one-syllable and multisyllable words with various patterns, and spelling words with a variety of syllable patterns, prefixes, suffixes, and silent letters. The lesson plans follow a systematic approach of simpler to more complex sound-spelling patterns. For example, in the first lesson for grade 2, students begin with one lesson that reviews sounds and spelling patterns for the common letters M, P, S, T, and A. Later lessons teach more complex sound-spelling rules for blends and digraphs similarly. Then, by the end of grade 2, students have followed this same format for sound-spelling relationships in multi-syllable words, words containing a base word and suffixes, complex patterns for silent letters within words, and multi-syllable words with various syllable patterns.

- As the TEKS outlines, grades 2 and 3 lessons include a systematic sequence for introducing grade-level sound-spelling patterns. Examples of this systematic sequence can be found in the "objectives" and "learning statements" found within the "lesson summary" for every lesson provided. The Scope and Sequence for grades 2 and 3 outlines the systematic sequence for introducing grade-level sound-spelling patterns, as the TEKS outlines. For example, Lessons 42- 49 teach phonetic skill 5, also known as vowel teams. Lessons 80-82 teach three-letter digraphs.
- The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year; for example, in grade 2 materials, students learn how to add plural endings before doubling ending L. In Lessons 15 and 17, students work with adding -s and -es to the ends of words to make them plural. In Lesson 16, students learn the doubling rule for letters s, f, and z. Later, in Lessons 18-20, students learn how the double L sound at the ends of words appears after learning the doubling rule.

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

- Each lesson in grade 2 includes a specific script that teachers use to provide direct and explicit instruction for sound-spelling patterns. For example, "Lesson 6, Spelling with c and k," has a script for the teacher to use for spelling these phonemes and applying sound-spelling relationships to one-syllable and nonsense words: "Point to the word. I read it twice. (cod, cod) Fishermen search the water for cod—markers down and hands out. Now, we will write a nonsense word: ket, ket. Give it back to me. (ket, ket) Spell and mark the nonsense word ket." Unit 2, Lesson 11 has teacher training tips about blend syllabication. The tip states, "Blends rarely separate when words are broken into syllables. As students learn to identify and mark blends, they will subsequently recognize consonants that remain together in syllabication." Later in the scripted lesson, the teacher says, "Today, we will learn about R-blends. A blend is two or three consonants standing together. Each consonant keeps its sound. Blends must be able to begin a word. Blends with the consonant r are called R-blends. There are seven R-blends."
- The materials provide a script for teachers to use in direct instruction of sound-spelling relationships in the supplemental resource Phonics Toolkit. For example, the grade 2 toolkit lesson "Deletion: Initial Phonemes" includes scripts for deleting initial sounds at the beginning of a word to build a new word, "Listen to the word: wax. Now I will say wax without the sound /w/. Ax. Listen to this word: dice. What is the word? (dice) Now say dice without the sound /d/. (ice) Yes! Deleting the sound /d/ from dice gives us the word ice."
- Grade 2 materials include guidance for the teacher to provide direct instruction for grade-level sound-spelling patterns. For example, in Lesson 1, a training tip regarding phonics and spelling is provided to the teacher. The tip states, "Using the slide helps students develop fluid pronunciation by sliding from a consonant to a vowel. The Slide arrow indicates two things: 1) this letter combination is not yet a word, and 2) students are to slide left-to-right in the direction that we read."

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 materials include activities and resources to review, practice, and reinforce their knowledge of grade-level spelling patterns. For example, grade 2 introduces L-blends, R-blends, S-blends, and Final Blends throughout four lessons. Each day, the sounds for previously taught letters are reviewed with games or activities, and then new sound spellings are taught through dictation for encoding and decoding. Students then reinforce what they learned through a class transfer activity involving using these sound-spelling patterns in isolation and a decodable text. Following the class lesson, students can apply skills and reinforce learning with stations that include decodable texts with written response options.
- The materials in grade 2 include a Groups and Centers Routines document that develops, practices, and reinforces sound-spelling patterns. The Lesson Summary for Lesson 29 has a tab titled Transfer Routines, where the Groups and Centers Routines document can be found. In this document, students participate in activities on their level that is determined by observation checklists and daily skills checks on the software. Once grouped, students participate in proving words, word detective, and handwriting.
- Materials in grade 2 include various activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns. For example, at the end of each lesson, there are additional extension transfer activities. For Lesson 4: Letter Group 4: E, W, D, L, Y, the following items are listed as further resources and activities to supplement the lesson: Student Software Activities, Student Transfer Book, Word Mapping (net, lid, web), and Letter Group Book: Letter Group 4: E, W, D, L, Y.

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 materials provide a variety of activities and resources for decoding and encoding words in isolation and context. For example, grade 2 materials include "Whole Class Transfer" cards in each lesson. These cards review the skill for the day in isolation with a series of words the student encodes and short decodable texts with common sight words combined with the skills taught. Extensions for the transfer portion of the lesson include opportunities for dictation and shared reading and extended transfer in stations where students work alone or with a partner to apply sound-spelling patterns. One example is " Comprehension Station, "where students apply sound-spelling rules to answer comprehension questions at the end of the Decodable Book or create their comprehension questions for the Decodable Text.
- The grade 2 materials include the transfer books that provide a variety of activities and resources to support students in decoding and encoding words, which include teaching sound-spelling patterns in isolation and building on previous instruction. Each lesson in the student transfer books provides the opportunity to practice sound or word mapping with current and previous skill(s) transfer in isolation and within the context at the syllable, word, sentence, and paragraph levels. These resources and activities support students in decoding

and encoding words with a taught sound-spelling pattern. For example, Lesson 14 practice pages contain opportunities for students to use their knowledge of the final blends for -sk, -sp, -st, and w-blends tw, dw, sw by writing words, reading words in a sentence, and a short decodable passage and texts.

- The materials provide activities for students to decode and encode words in isolation and in context. For example, grade 2 includes intentional and sequential decodable books with intentional diction that supports instruction in the specific phonic skill taught that day. One such book for grade 2 is used after the first three phonics skills are taught and is called "All About Nutrients" This book provides application for the skills learned in isolation by placing them in context and then challenging students to use their sound-spelling skills to write about the book after reading it.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	42/42
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)	**4/4**
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)	**24/24**
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 and encoding regular and irregular 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). 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 approach to teaching high-frequency words. The lessons provide time each day for a targeted high-frequency word and limit the number of regular and irregular words introduced in a single lesson or week. For example, grade 2 students begin learning one high-frequency word per day, starting in lesson 1. In lessons 1-6, six high-frequency words (Most Common Words or MCWs) are introduced. Each MCW follows phonics rules taught in the prior year, and irregular words are introduced periodically as the program progresses. By the end of the lessons in grades 2 and 3, the teacher introduced, allowed practice, and provided reinforcement for 127 high-frequency words. The lesson plans introduce high-frequency words one at a time during the "Phonics and Spelling" portion of the daily lesson cycle. The words are ordered so that the most commonly needed words are taught first. For example, in grade 2, "Lesson 1, Letter Group 1: *A*, *M*, *S*, *T*, *P* and the Slide," students are taught to say, segment, spell, and read the word *name*.

- The materials for grade 2 jump straight into introducing irregular high-frequency words such as *name* in Lesson 1. Then, Lesson 2 of the materials gives a regular high-frequency word, *good*. This pattern continues with the irregular word *sentence* introduced, followed by the regular word *man* the following week. The program still follows a systematic sequence, alternating irregular, and regular words for grade 2.
- The materials guide the systematic sequence for introducing regular and irregular high-frequency words. The "Program Overview" states, "Each lesson's MCWs (high-frequency words) instruction is designed to facilitate the process of orthographic mapping by focusing on the phonemes and graphemes of each word. Students identify the phoneme-grapheme correspondence they have not learned. Each MCW will fall into one of these three categories in the "Reading Horizons" sequence: decodable, not yet decodable, and irregular words. In grade 2, the "Most Common Words Toolkit" refers to words that are primarily irregular and not yet decodable. For example, Lessons 1-25 have not yet decodable words before an irregular word is introduced. The first three words are *name*, *good*, and *sentence*. The word *name* is split into three phonemes and is mapped into four graphemes.

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 in grades 2 and 3 include guidance for the teacher to provide direct and explicit instruction for encoding and decoding regular and irregular high-frequency words. In "Lesson 1: Letter Group 1: *A*, *M*, *S*, *T*, *P*, and the Slide," the regular high-frequency word, name, is introduced. The teacher's script for encoding the word begins with, "Let's learn to read and spell the Most Common Word *name*. This word is not decodable yet, so we will learn what we need to read and spell. Say the word *name*. (name) Let's segment the sounds. (/*n*/ /*ā*/ /*m*/) How many sounds do you hear? (three)" The students must encode the word on their whiteboards and decode it on the "Whole-Class Transfer" card.
- Materials in grades 2 and 3 include guidance for the teacher to provide direct and explicit instruction for encoding and decoding regular and irregular high-frequency words. In "Lesson 7: Digraphs: Voiced and Voiceless *th*," the irregular high-frequency word great is introduced. The teacher script includes: "Let's learn to read and spell the Most Common Word *great*. This word is not decodable yet, so we will learn what we need to read and spell. Say the word *great*. (great) Let's segment the sounds. (/*g*/ /*r*/ /*ā*/ /*t*/) How many sounds do you hear? (four)…Now it's your turn to spell the word. The word is *great*, *great*. Give it back to me. (great, great) Spell the word *great*…Point to the word. I read it twice. (great, great) Today was a great day! Great work! Practice spelling the word three times on your board. Say the name of each letter as you spell the word. (g-r-e-a-t, g-r-e-a-t, g-r-e-a-t)." This script gives the students opportunities to encode and decode the word *great*.
- The materials guide teachers to provide direct and explicit instructions or decode and encode regular high-frequency words. For example, in grade 2, Unit 2, Lesson 14, the script states, "Let's learn to read and spell the Most Common Word *right*. This word is not decodable yet, so we will learn what we need to read and spell. Say the word *right*. (right) Let's segment the sounds. (/*r*/ /*ī*/ /*t*/) How many sounds do you hear? (three) … Point to the word. I read it twice. (right, right) The book you wanted to read is right there on the table. Great work! Practice

spelling the word three times on your board. Say the name of each letter as you spell the word. (r-i-g-h-t, r-i-g-h-t, r-i-g-h-t)."

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)

- In grade 2, the materials provide a lesson cycle with various activities that allow students to develop, practice, and reinforce skills for decoding and encoding regular and irregular sight words. For example, new sight words are introduced in each lesson where students participate in oral and written activities for encoding and decoding regular sight words, such as *name*, and irregular sight words, such as *none*. The cycle also includes a "Whole-Class Transfer Slide" that reinforces encoding and decoding for the sight word taught through oral and written activities such as repeated reading, partner reading, and whiteboard writing. Finally, the cumulative review is offered through periodic "Review and Transfer Day(s)," where students play games, partner read, and ask and answer questions about high-frequency words taught within a letter group.
- In grade 2, the materials provide various resources for students to develop, practice, and reinforce skills for encoding and decoding regular and irregular high-frequency words. For example, the program includes decodable readers created for use during "Extended Transfer" and "Review and Transfer Day" that include high-frequency words and can be used for reinforcing decoding of high-frequency words in a variety of ways, including stations for partner reading and a "Word Detective" game where students locate and decode words in context. In addition, students gain encoding practice for these words by writing high-frequency words in sentences. One such book for grade 2 is called *A Pet for Our Class*, and it includes a list of "Challenge Words" found in the text that provides for many high-frequency words, including *any*, *could*, and *think*.
- The materials include activities to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words. The grade 2 *Student Transfer Books* have a section that practices, reviews, and reinforces the words taught cumulatively from the listed lesson and previous lessons. It is followed by a way to practice and reinforce those words in a sentence. For example, in *Student Transfer Book 1*, "Lesson 7: Digraphs: Voiced and Voiceless *th*," the high-frequency words for practice are *great*, *say*, and *think*. The sentence practices and reinforces the high-frequency words *think* and *great*.

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 consistently provide resources, such as memory-building strategies, for students to master high-frequency words. For example, students in grade 2 use memory-building strategies such as marking and proving sight words for decoding in isolation, repeated reading of decodable passages and decodable texts, word mapping, and decoding practice

and the word and sentence level. The *Student Transfer Book* for grade 2, "Lesson 2: Letter Group 2: *I*, *F*, *N*, *G*, *B* and Building Words," offers these memory-building practice opportunities for the sight words *good* and *name* and the irregular sight word *you*.

- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. For example, the grade 2 materials include word cards of newly learned and previously learned high-frequency words for students to use in small groups, stations, or independently to play games such as "Read it! Spell it!" that challenges students to read a sight word card out loud and then spell it aloud as they write it in writing materials of their choice such as sand or shaving cream. In addition to this, students can play "Detective" in stations. This activity has students locate words in decodable passages and highlight them. Then, they can go back and read the words.
- The materials include a resource called the "Most Common Words Toolkit." This toolkit includes opportunities for students to recognize, read, and write high-frequency words in isolation and connected texts. For example, the practice and games choice board in the grade 2 materials includes the following: "Tap It, Map It, Graph It"; students use Elkonin boxes to segment the phonemes in each word with a marking chip, then they write the phonemes in each box. Another game is called "Read It! Spell It! The teacher provides word cards to students. Students read the words, spell them orally, and write the words in a material of their choice. A third activity is called "Detective"; students look for high-frequency words in texts, identify the word, circle/highlight the word, and read the words.

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	38/38
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)	**2/2**
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)	**8/8**
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)	**16/16**

The materials 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 multi-syllabic words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multi-syllabic words (through cumulative review). Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multi-syllabic 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)

- As outlined in the TEKS, the materials provide an instructional sequence for encoding and decoding single-syllable and multi-syllabic words. For example, students in grade 2 begin decoding, spelling, and writing words in Lesson 1. This and subsequent lessons follow a systematic pattern of introducing closed syllables first and open syllables later. Syllables with digraphs and blends are introduced before vowel teams and *r*-controlled syllables. Decoding begins with the VC pattern and progresses to CVC and CCVC. Single-syllable words are the focus in the first unit. Unit 2, Lesson 17 introduces multi-syllable decoding with the suffix *-es*. Then, units progress to include double consonants in the middle of a word—all lessons in grade 2 progress from less to more complex skills. For example, lessons identify one-syllable words in progressively more complicated patterns (VC, CVC, and CCVC). Next, grade 2

students decode and encode VCV syllables, and by the end of the year, they apply syllable knowledge to multi-syllable words.

- As the TEKS outlines, the materials include a systematic sequence for introducing grade-level syllable types and syllable division principals. For example, grade 2 materials, beginning in Unit 3 "Overview," summarize the skills to be learned in this unit. They introduce the unit with one-syllable words and progress to multisyllabic words. The summary states, "Throughout this unit, students will embark on a comprehensive journey through various phonetic skills, honing their reading and spelling abilities. This unit begins with an introduction to the Five Phonetic Skills, which will help them to know when a vowel is long or short. They'll start by mastering short vowel sounds in Phonetic Skills 1 and 2, laying a solid foundation for further learning. Understanding rules like spelling with *-ck* and recognizing patterns like trigraph *-tch* will refine their spelling accuracy and phonetic decoding skills. Progressing through Phonetic Skills 3, 4, and 5, students will tackle more complex concepts like long vowel sounds, the silent *e*, and vowels that work together to create a long vowel sound, enhancing their ability to read and spell a wider range of words. Learning about three-letter blends, other sounds of *c* and *g*, and when to spell with *ke* versus *k* will help students read, spell, and pronounce a growing variety of words. Exploring vowel families will prepare students to understand vowel pattern variations and help students become more flexible in their decoding strategies. Finally, in this unit, students will continue exploring the addition of suffixes to the skill words they have been learning."
- The materials introduce grade-level syllable types in a precise sequence. For example, students in grade 2 begin primarily with one-syllable words that follow the VC, CVC, or CVCC, CCVC silent *e* pattern. For instance, in Lesson 75, students start by substituting initial phonemes in one-syllable words such as "crib to crab" and "prod to pride." Second, in this practice, the second phonemes are deleted with one-syllable words such as "stow to so" and "score to sore."

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)

- The materials include guidance for teachers to provide direct and explicit instruction for applying knowledge of syllable types and syllable division principles to decode words. For example, in grade 2, Lesson 82, the teacher instructs students to decode the word *motel*. The script reads: "When the consonant *l* is added to the end of the word *mote*, the vowel *e* is not at the end of the word anymore, so it is no longer silent. There are now two working vowels in the word, so there must be two syllables since every syllable has exactly one vowel sound. Listen for the two syllables as I say the word: *motel*. Say *motel* with me. (motel) What is the first vowel sound in this word? (/ō/) What is the second sound you hear in this word? (/ĕ/) Can you hear the two vowels in the word *motel*? (Yes.) When a word has two vowel sounds, it has two syllables. *Motel* is a two-syllable word. When we come to a word that has more than one syllable, we divide the word into syllables before we prove each vowel sound. Decoding Skill 1 teaches us one way to divide the syllables so we can prove the word and read it correctly, like in the word *motel*."

- The materials include guidance for teachers to provide direct and explicit instruction for applying knowledge of syllable types and syllable division principles to encode words. For example, in grade 2, Lesson 82, the teacher instructs students how to encode the word *robot*. The script reads: "For encoding, students will segment the sounds to spell the words and blend the sounds to read the words. Decoding Skill 1 is useful when reading and coming to a long word that we don't know. When spelling a long word, it is helpful to spell the word one syllable at a time using our learned spelling patterns. The first syllable you hear in a Decoding Skill 1 word is usually spelled with the pattern of Phonetic Skill 3. I am going to say the word two times. You will repeat the word two times. Then, you will spell the word on your board and prove it. Markers down and hands out. The word is *robot*, *robot*. Give it back to me. (robot, robot) Now spell and prove *robot*."
- Grade 2 materials include guidance for the teacher to provide direct instruction for applying knowledge of syllable types and syllable division to decode and encode one-syllable words and multi-syllabic words. In "Lesson 27: Adding Suffixes *-ed* and *-ing* to Double *L* and Glued Sounds," there is direction for encoding and decoding multi-syllabic words. The script included: "What sound does the suffix *-ing* spell? (/*ēng*/) Yes, the suffix *-ing* spells the sound /*ēng*/. Read the word twice. (calling, calling) Point to the word. Read it twice. (sing, sing) The grade 2 class will sing at the performance tonight."

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 a resource titled "Phonics Toolkit." The purpose of this toolkit is to practice, review, and reinforce skills learned and taught from direct instruction. Students use these to practice one-syllable words. For example, in "Phonics Toolkit Lesson 33," which correlates to Lesson 9 in the grade 2 materials, students practice, review, and reinforce digraphs: *ph*. The dictation word bank practices and reviews one-syllable nonsense words *pho*, *pha*, *Phil*, *Phan*, *Phen*, *Zeph*, *naph*, *phip*, *phod*, *guph*, *baph*, *keph*. The next activity in the toolkit is decodable transfer, where students can echo read, choral read, partner read, or independently read a decodable word card, decodable sentences, or a decodable passage. Another practice and reinforcer would be the "Word Chain" activity, which would practice encoding.
- The materials include a portion of the daily lesson framework titled "Part 2: Phonics and Spelling." Within this section lies a spelling practice called "Word Building." students practice writing decodable words in a sequence and pattern by manipulating, adding, and deleting letters or sounds in words. For example, in the grade 2 materials, students practice writing one-syllable words in this "Word Building" activity. The one-syllable words for this list include the words *when*, *then*, *then*, *thin*, and *chin*.
- Grade 2 materials include various activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable and multi-syllabic words through cumulative review. The organization of each lesson includes the introduction of decoding and

encoding words. The concepts are reinforced and reviewed through review, transfer days, and group and center routines.

- Grade 2 materials include various activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable and multi-syllabic words through cumulative review. In "Lesson 8: Digraphs: *ch* and *sh*," the lesson plan format follows: "Review," ‘Digraphs Instruction," "Digraphs: *ch* and *sh*; Digraphs are two consonants that spell one sound." "Syllable Type: Closed," "Guided Dictation," "Decoding (*shut*, *rich*)," "Encoding (*gush*, *shin*, *chap*)."

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 a *Groups and Centers Routines Guide* for each grade level. Here, students practice, review, and reinforce the skills taught in the daily lessons at their level. Students are briefly assessed during the lesson and sorted into the needs support, practice, and enrichment groups. At each level, students can prove words through word mapping, sentence reading, and reading in decodable texts or books on their level. This correlates to all lessons in grade 2.
- The materials include a resource titled "Phonemic Awareness Toolkit." This is designed to practice, review, and reinforce skills learned in the daily lessons. In the grade 2 materials, there is a section titled "Adding Initial Phonemes," where students practice adding initial phonemes they hear in one-syllable and multi-syllable words. Some of the words for practice include: "rust to trust, roll to troll." There is also a section with a missing first sound for the students to fill in. They are given the clues that these underwater creatures have a problem. They are missing their first sound! Can you help them? : "_ellyfish (jellyfish), _tingray (stingray), _eahorse (seahorse)."
- Grade 2 materials include various activities and resources for students to practice decoding and encoding one-syllable and multi-syllabic words using knowledge of syllable types and division in isolation and decodable texts that build on previous instruction. The "Review and Transfer Days" allow the teacher to place the students into groups based on the level of concept attainment and review concepts in various activities. This allows for activities to be implemented and skills to be reviewed that have been built upon previous instruction.

Foundational Skills

5.E.4	Morphological Awareness (1–3)	19/19
5.E.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)	**1/1**
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)	**8/8**

The materials 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 recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. The 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 and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing grade-level morphemes as outlined in the TEKS. For example, in grade 2 materials, Lesson 15 begins by adding *-s* to the ends of words to form plural words. Later, Lesson 17 introduces adding the ending *-es* to make plurals to root words. After that, Lesson 21 introduces the ending *-ed* as the sounds /*t*/ and /*d*/ to root words.
- The materials include a "Scope and Sequence" for each grade level represented in the curriculum. They also include a systematic sequence for introducing morphemes. For example, grade 2 begins by reviewing simple endings such as *-s* and *-es* and later moves to *-ed* and *-ing* endings. Grade 2 then begins to introduce suffixes such as *-er* and *-est*. Morphemes are introduced in Lesson 77 (adding suffixes *-er* and *-est*).
- As outlined in the TEKS, the program provides direct and explicit instruction to support a systematic sequence for introducing grade-level morphemes. For example, Lesson 90 says,

"Today, we will learn about prefixes. A prefix is a word part that has meaning and is added to the beginning of a word. We mark a prefix by underlining it. In this lesson, we will learn about two prefixes: *un-* and *re-*. The prefix *un-* means not, and the prefix *re-* means again. Let's practice adding a prefix to this word."

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 grade 2 materials include "Real-Time Coaching" videos for teachers to support their understanding of how to teach decoding and encoding with morphemes. For example, "Lesson 17, Plurals: *-es*" includes a video for teachers that gives tips for helping students decode words with this suffix, how spelling can change with this suffix, and what this suffix changes about the meaning of a word.
- The materials include guidance for teachers to provide direct and explicit instruction to support recognizing common morphemes. For example, in grade 2, Lesson 21, students are introduced to the ending *-ed* as /*t*/ and /*d*/. The "Training Tip" before the lesson today provides the teacher with background knowledge to impart to the children. The "Teacher Tip" reads, "The preceding phoneme determines the pronunciation of the suffix *-ed*. When the suffix *-ed* follows a voiceless sound, it spells the voiceless sound /*t*/, as in the word tossed. When the suffix *-ed* follows a voiced sound, it spells the voiced sound /*d*/, as in the word buzzed. The third sound of *-ed* will be taught later in the sequence. When adding suffixes, students mark the base word first and then rewrite the base word, only adding and underlining the suffix. Analyzing the base word first will inform the student how to add the suffix and aid in identifying the morpheme." The teacher's lesson gives examples of how *-ed* makes the voiced /*d*/ and voiceless /*t*/ sounds. The teacher's lesson script states, "Yes, we can change box to boxes by adding the plural *-es* to the end of the word. Today, we are going to learn about the suffix *-ed*. A suffix is a word part made up of one or more letters that have meaning and change the meaning of words. The suffix *-ed* means in the past and is added at the end of action words or verbs. When we add *-ed* to the end of a verb, it means the action has already happened. This is called the past tense of the word. This suffix is always spelled with the letters *-ed*, but it spells three different sounds. The sound it spells depends on the letter it follows at the end of the word."
- The materials support direct and explicit instruction of morphemes using their meanings to support decoding and reading comprehension. For example, in grade 2 materials, there is a lesson section specifically for decoding. In Lesson 21, the teaching script for decoding states, "For decoding, students will blend the sounds to read the words. For this activity, I will spell a word. You will spell it back to me. Then you will write and mark the word on your board—markers down and hands out. I will spell the base word first: f-i-z-z. Give it back to me once. (f-i-z-z) Now write it on your board as I spell it: f-i-z-z. Mark it. Point to the word. Read it twice. (fizz, fizz) Allie watched her bath bomb fizz in the warm water. Now we will add a suffix to the base word. You will write the word next to your base word. I will spell it first: f-i-z-z-e-d. Give it back to me once. (f-i-z-z-e-d) Now write it on your board as I spell it: f-i-z-z-e-d. Only mark the suffix."

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 include the "Whole-Class Transfer Cards" in daily lessons that develop, practice, and reinforce grade-level morphological skills. For example, in grade 2, Lesson 56 focuses on the *-ed* and *-ing* endings. Words on the "Whole-Class Transfer Card" that are practiced and reinforced from the lesson are *mixing*, *trapped*, *slipped*, and *going*. The sentence practice on this card reads, "Brent handed me the lamp. We are camping on the ridge."
- The materials include a "Decodable Passage" in the daily lessons that develop, practice, and reinforce grade-level morphological skills. For example, in grade 2, Lesson 56 focuses on the *-ed* and *-ing* endings. Words in the passage that are practiced and reinforced from the lesson are *melted*, *buzzing*, *hatched*, *singing*, *sitting*, *munching*, *spring*, *camping*, and *going*.
- Grades 2 and 3 materials include various activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). In each lesson, there are direct teaching and reinforcement review activities. In "Lesson 15, Plurals: *-s*," provides direct teaching on suffixes. For example, the script says: "You have learned to read singular words. Singular means there is just one of something. A cow, the cow, and one cow are all ways to talk, read, and write about just one cow. Today, we are going to learn about plural words. If something is plural, it means there is more than one. Two cows, many cows, and some cows are all ways to talk, read, and write about more than one cow. The students encode morphemes: Point to the word. I read it twice. (ship, ship) The ship sailed on the water. Now, we will add a suffix to the base word. You will write the word next to your base word. I will spell it first: s-h-i-p-s. Give it back to me once. (s-h-i-p-s) Now, write it on your board as I spell it: s-h-i-p-s. The students also decode morphemes in context: Dwig and Twig are twins. Cats and dogs are pets."

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)

- Grade 2 lesson cycles include a "Whole-Group Transfer Card" that provides students with practice decoding words in isolation and decodable passages. For example, "Lesson 62, Adding Suffixes *-ed* and *-ing* to *R*-Controlled Vowels," includes a decodable passage modeled by the teacher, repeated by students, and read in partners and independently. In addition, this lesson provides opportunities for decoding and encoding in isolation during "Phonics and Spelling" as students use prior knowledge for decoding and encoding the word *star* and then build in the application of the morphemes *-ed* and *-ing* when decoding and encoding *starred* and *starring*.
- The materials for grade 2 include "Decodable Books" which provide practice for decoding words with morphemes in context. This resource also has a word list for the skill at the end of the text that students can use to decode words in isolation during partner reading and

independent reading. For example, the grade 2 "Decodable Text," *The Skipping Fish*, offers practice with the morphemes -*ed* and -*ing* in context and isolation during "Extended Transfer" of "Lessons 57, Adding Suffixes -*ed* and -*ing* to Phonetic Skill 1."

- The materials include sentence reading in the grade 2 "Transfer Books." For example, in grade 2 "Transfer Book 1," Lesson 21, students have the opportunity to practice their decoding and encoding skills through word mapping, skill word reading, sentence reading, decodable passages, and decodable texts.