

IMRA Review Cycle 2024 Report

Publisher Name	Program Name
Institute for Multi-Sensory Education	IMSE Comprehensive Orton-Gillingham Plus
Subject	Grade Level
English Phonics	Grade 3

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
Quality Review Overall Score:	182 / 315

IMRA Reviewers

Flags for Suitability Noncompliance

1

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

Flags for Suitability Compliance

N/A

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

Alleged Factual Errors

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	18 / 53
2. Progress Monitoring	15 / 28
3. Support for All Learners	10 / 32
4. Phonics Rule Compliance	30 / 36
5. Foundational Skills	109 / 166

Strengths

- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
- 5.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

- 1.1 Course-Level Design: Materials do not outline the TEKS, ELPS, and knowledge taught. They do not include suggested pacing, a rationale for unit order, or supports for unit internalization.
- 1.2 Unit-Level Design: Materials do not include comprehensive unit overview, provide content knowledge and academic vocabulary for effective teaching, or suggestions to support families in their students' success.
- 1.3 Lesson-Level Design: Materials do not include comprehensive, detailed lesson plans to meet language standards or lesson overviews listing necessary materials for lesson delivery.

- 2.1 Instructional Assessments: Materials lack a variety of unit-level assessments aligned to standards and objectives.
- 3.1 Differentiation and Scaffolds: Materials do not provide educators with guidance for differentiation or embedded supports for vocabulary.
- 3.2 Instructional Methods: Materials do not provide multiple types of student practice or teacher guidance on recommended structures.
- 3.3 Support for Emergent Bilingual Students: Materials do not provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, or support for emergent bilingual students.
- 4.2 Daily Instructional Sequence and Routines: Daily lessons lack opportunities for feedback and collaborative learning.
- 4.5 Progress Monitoring and Student Support: Materials do not provide guidance on determining frequency of progress monitoring or accelerating learning based on student data.
- 5.B.1 Oral Language Development: Materials do not provide explicit and systematic guidance for developing oral language through diverse methods.
- 5.C.1 Alphabet Knowledge: Materials do not provide guidance for explicit instruction in uppercase letters.
- 5.C.2 Letter-Sound Correspondence: Materials do not provide teacher guidance for connecting phonemes to letters in words with explanatory feedback.
- 5.D.1 Phonological Awareness: Materials do not 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 or reinforcement aligned to grade-level TEKS.
- 5.D.2 Phonemic Awareness: Materials do not follow a systematic sequence for phonemic awareness, progressing from basic to complex skills, with explicit instruction and feedback, connecting phonemic awareness to the alphabetic principle.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials do not systematically introduce and provide explicit instruction for regular high-frequency words.

Summary

Institute for Multi-Sensory Education (IMSE) is an English phonics K–3 program. The program offers explicit and systematic instruction in phonics. It includes activities and resources to support the development of students’ phonics, morphology, decoding, and encoding skills. The curriculum provides guidance through scripted lessons and simple and repetitive routines and procedures for teachers to follow in every lesson. Additionally, the program includes opportunities for students to develop phonics skills in isolation and in context with aligned decodable passages for each concept.

Campus and district instructional leaders should consider the following:

- The product provides an approach to phonics instruction that includes a systematic sequence for introducing morphemes, syllable types, and syllable division principles to encode and decode multisyllabic words with embedded opportunities to develop, practice, and reinforce skills. However, the product does not include instructional guidance or resources for teaching regular and irregular high-frequency words in the materials for grade 3 and it does not specifically align to the TEKS for each individual grade level.
- While the product provides explicit teacher guidance and supports, including scripted lessons, simple daily routines, teacher modeling, and data-tracking and assessment tools, it does not provide teacher guidance for differentiated instruction, enrichment, or extension based on student proficiency or opportunities for students to work collaboratively.

Intentional Instructional Design

1.1	Course-Level Design	7/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	2/5
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).	0/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	0/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	1/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	4/4

The materials include a scope and sequence outlining the concepts taught in the course. Materials do not include a scope and sequence outlining the TEKS, ELPS, or knowledge. The materials do not 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 do not 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 lesson internalization. Materials do not include guidance, protocols, and/or templates for the unit internalization. Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

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

- The materials include a year-long scope and sequence located in the IMSE’s *Morphology Plus Teacher Guide*. Three scopes and sequences outline affixes, Latin roots, and Greek roots. The chart outlines 65 affix concept lessons, 43 Latin lessons, and 10 Greek lessons.
- The scope and sequence do not include the TEKS, ELPS, or knowledge. The materials do not reference the TEKS or ELPS in the lesson materials.

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).

- IMSE's *Morphology Plus Teacher Guide (for Grades 3-5 and Beyond) Book 1 of 2* provides sample weekly lessons that include the lesson component and the day of the week.

- The materials include suggested pacing within a lesson for 30—or 90-minute lessons in the *Morphology+ Affixes Teacher Guide Book's* "Guidelines for Lesson" section. The suggested pacing outlines possible components of the lesson to cover depending on whether it is a whole-group or intervention structure. It provides one week of sample lessons.
- The materials do not include instructional calendars referring to any instructional days for the year.

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

- The materials explain how the concepts learned in grade 3 build upon K-2 foundational skills in the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*. The "Grade 3 and Beyond" section states, "For most older learners, there will be some knowledge of letter/sound correspondence. Teachers should analyze spelling in context instead of letters in isolation to help guide instruction. If the student has limited or no knowledge of letter/sound correspondence, teachers may want to administer the Level 1 Initial Assessment."
- The "About This Teacher Guide" section in the *Morphology + Affixes Teacher Guide* provides a rationale for the development of the scope and sequence. It explains that the materials start with more common morphemes and then progressively introduce more challenging ones. It also explains that teachers don't need to teach all affixes before introducing the common Latin and Greek bases.
- The materials do not explain how concepts connect throughout the course. The teacher guide explains, "IMSE's systematic scope and sequence was selected based on several factors. These factors include the frequency of the morpheme, as well as the fact that some affixes must be taught prior to Latin bases."

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

- The materials include a blank lesson template called *Comp OG+ "Weekly Lesson Plan Template"* on the digital platform. The template lists each component and the day of the week it occurs, the anticipated time of completion, materials needed, and a checklist of essential ideas.
- The materials do not include guidance, protocols, and/or templates for unit internalization. The *Morphology+ "Purple Teacher Reference Flip Chart"* includes every instructional routine and a sample script. Teachers use the sample script and change the concept within the routines. There are sample scripts for the three-part drill, variations of the three-part drill, teaching a new concept, and vocabulary.
- The *Morphology+ "Purple Teacher Reference Flip Chart"* also includes a "Comprehension Planning Checklist" to assist teachers in planning the comprehension portion of the lesson. The checklist consists of three sections: before, during, and after reading. There are questions for the teacher to consider and a spot to jot down page numbers and notes. An example of a before-reading question to consider includes, "What words should be pretaught?"

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

- The materials include resources to support administrators and instructional coaches in implementing the materials as designed. They include IMSE *Comprehensive OG+* "Fidelity Checklists for Admin and District Instructors" on their digital platform.
- The materials include guidance to support administrators and instructional coaches with implementing the materials as designed. They include "Asynchronous Course: Administrator's *Comprehensive OG+* Course" to support administrators and district literacy coaches in gaining the information needed to support educators as they implement IMSE *Comprehensive OG+*.

Intentional Instructional Design

1.2	Unit-Level Design	0/4
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.	0/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	0/2

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

Evidence includes, but is not limited to:

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

- The materials do not include comprehensive overviews that provide the background content knowledge necessary to effectively teach the unit concepts. However, they include a chart in the *Morphology+ Affixes Teacher Guide Book* that outlines the affixes and roots, meaning, and keywords or vocabulary taught at the grade level.
- The materials do not include comprehensive overviews that provide the academic vocabulary necessary to effectively teach the unit concepts. The materials do define academic vocabulary in the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*. The manual is not grade-level specific and provides general terms used across all grade levels. For example, the "At a Glance: Five Parts to Orton-Gillingham" section defines terms used throughout each module, such as *arm tapping* and *belly sounds*.

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

- The materials provide a letter to parents in both Spanish and English that outlines the program structure and the research behind the program in the *Comprehensive Orton-Gillingham Plus Teaching Training Manual*. The letter explains the creation of the phonics program. It states, "It is a multi-sensory program that will enable students, by direct instruction, to review, learn new concepts, practice, and apply what they are learning." The letter also outlines their methodology utilized for over fifty years and how the program benefits all students by offering a "hands-on, systematic, structured, sequential, cumulative, and success-oriented multi-sensory learning program." However, the materials do not provide parent support for each unit or suggestions on supporting student progress.
- The materials provide a digital resource website with general information and support to help students learn to read at home. A phonological awareness screener, videos on components of

reading, games, and blogs are examples of free resources provided. The website does not provide unit-specific support and is only available in English.

Intentional Instructional Design

1.3	Lesson-Level Design	11/34
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.	9/30
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.	0/2
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 tasks, materials, and instructional assessments required to meet the content standards of the lesson. Materials do not include comprehensive, structured, detailed lesson plans that include tasks, materials, and instructional assessments required to meet the language standards of the lesson. Materials do not include comprehensive, structured, detailed lesson plans that include daily objectives and questions 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 do not 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.

- The materials include comprehensive, structured, detailed lesson plans that include tasks, a materials list, and assessments to meet the concepts and knowledge in the *Morphology Plus Affixes Teacher Guide Book B*. These lessons include specific, explicit, and systematic instructional routines to develop grade-level skills, including the "Three-Part Drill" routine.
- The *Teacher Guide* organizes the lesson plans by component and aligns them with the lesson concept. Under each component heading, it lists the materials needed for the tasks.
- The "Word Dictation" section in the comprehensive, structured, detailed lesson plans includes clear tasks for the teacher to follow that align with the content standard. For example, the "Affixes Concept 2" lesson plan provides explicit directions on how students complete the word dictation for all five days. It breaks down the words to practice each day, and they align with the concept of the suffix *-ed*. These words include *rushed, blasted, rubbed, winked, opened, buzzed, asked, called, lifted, landed, hunted, screamed, stepped, handed, and crashed*. The dictation serves as an assessment of whether or not students have progressed on the concept.

- The "Teaching a New Concept" section includes clear tasks and a vignette for teachers. The lesson plans include a sample script for routines. The end of the lesson includes a comprehension section that serves as an assessment to ensure students understand the concept.
- Materials do not include daily objectives or questions on the lesson plans that meet the content and language standards of the lesson. The lesson plans display the concepts taught, such as "Affixes Concept 6: Prefix: *un-*." The materials provide suggested areas where teachers could ask questions but do not provide direct, scripted questions.

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

- The *Morphology Plus Affixes Teacher Guide Book* provides the suggested timing for each lesson in the "Guidelines for Lesson" section. The recommended timing includes the option for 30-60 minutes a day, depending on the time you have allotted." The lesson components include a three-part drill, advanced phonemic awareness, teaching a new concept, application: word and sentence, fluency, vocabulary, comprehension, and written expression.
- The teacher guidance materials also include a table suggesting how much time to spend on each component weekly. The time is listed in parentheses next to the activity on the sample lesson plan. For example, the teacher should plan the three-part drill for ten minutes at least three times a week.

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

- The *Teacher Guide Book* includes a lesson overview with the card pack number, keywords, pictures, ideas, and notes. However, the overview does not include the materials needed in the lesson.
- The materials list the teacher and student materials under each component title throughout the lesson. For example, in Concept 19, the "Teaching a New Concept" section lists the needed materials, which include a "concept card, object or picture, colored index card(s), dry-erase board and marker, student passage, Morpheme Chart." The materials do not specify whether they are for teacher or student use.

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

- The *Teacher Guide Book* includes daily homework suggestions, such as assigning rapid word charts, IMSE passages, or study morpheme cards.
- The materials include enrichment activities in the "Weekly Lesson Reminders" section of the IMSE's *Morphology Plus Greek Teacher Guide*. For example, the Concept 7 lesson plan

provides enrichment activities, such as "Have students create an interactive notebook for notetaking and storing items" and "Play word games such as *Morpheme Balderdash*."

Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The materials include a variety of assessment tools for measuring reading skills, such as diagnostics, summative assessments, and formative assessments at the lesson levels that vary in types of tasks and questions located in the *Comprehensive OG Plus Assessment Manual*. For example, in the diagnostic assessment, students take an informal spelling survey by writing the word the teacher says. In the formative assessment, students write dictated words and sentences and then define the words through morphemic analysis. In the formative assessments, teachers track student fluency and vocabulary acquisition by asking students what the affixes mean.
- The materials provide formative assessments in each daily lesson in the *Morphology+ Affixes Teacher Guide Book*. These assessments provide data on students' comprehension, vocabulary, spelling, and fluency skills.
- The materials do not section the lessons into units. They do not provide unit-level assessments.

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

- The "Types of Assessment" section in the *Comprehensive Teacher Assessment Manual* includes the definitions and purposes of screening assessments, diagnostic assessments, norm-referenced assessments, criterion-referenced tests, outcome assessments, and progress monitoring pieces. The materials also define key terms such as *reliability*, *standardized administration*, *validity*, and *norm referencing*.
- The *Phonological Awareness Training Manual* provides definitions for the various assessments, including the "Phonological Awareness Screening Assessment," "Rapid Automatic Naming Assessment," and "IMSE's Beginning Reading Skills Assessment." For example, the manual states that "The PAST is an informal, diagnostic, and screening assessment tool used to determine phonological sensitivities and phonemic awareness difficulties."
- The materials define the assessments as intended for informing instruction and guiding instructional decisions in the "Types of Assessment" and "IMSE Assessment" sections. The materials state, "The primary purpose of these assessments is to document whether or not a student is meeting benchmarks in phonics. Students who fall below the benchmark can be identified and given additional support. The secondary purpose of these assessments is to determine a starting point for instruction when working with students in tiers two and three. In addition, these assessments can be used as formative assessments in tiers two and three."

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

- The materials include step-by-step guides on conducting assessments in the *Comprehensive Teacher Assessment Manual*. The "Level 2 Classroom Assessment Procedures" section provides the teacher with a bulleted guide on administering the "Level 2 Benchmark Assessment." For example, it states, "The teacher orally presents the sounds on p. 48 while the students use p. 23 (or other grade-appropriate paper) to write known graphemes representing the dictated sounds. For sounds with multiple spellings, tell students to write all the ways they know how to spell this sound on one line."
- The *Assessment Manual* also provides bulleted lists for teacher actions and an "Instructor Recording Sheet" assessment page with a key to guide teachers in annotating student responses. For example, teachers will notate "m-mastery," "i-incorrect letter formation," or "p-incorrect phoneme or grapheme."
- The materials provide guidelines for scoring oral reading fluency assessments in the *Morphology Training Manual*, which clearly states "establishing the difference between errors and non-errors." For example, errors include words skipped, and non-errors include self-corrections.

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

- The diagnostic, formative, and summative assessments in the *Assessment Guide* align with phonics concepts outlined in the *Teacher Guide's* table of contents. Concepts and knowledge, rather than TEKS, organize the materials.
- The materials provide various assessments, such as the "Rapid Automatic Naming," "Red Words Assessments," informal spelling inventory, and "Beginning Reading Skills Assessment." However, the assessments are not aligned with the TEKS and objectives of the course, unit, or lesson.
- The materials provide several informal assessments and recording sheets designed to be grade-level benchmarks administered three times a year. These assessments can be used as formative assessments in tiers two and three. For example, the "Student Reading Assessment and Record Sheet-Level 1" tracks student progress as they read words and sentences aloud but does not include standard alignment.

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

- The materials provide instructional assessments for each grade level in the *Comprehensive Teacher Assessment Manual* which include standards aligned items at varying levels. The "IMSE Texas Crosswalk Alignment" document demonstrates this.
- The materials include a variety of informal assessments in the *Teacher Guide* that give teachers in-the-moment feedback on student learning. For example, in the three-part drill routine, students are asked to spell, write, and analyze the meaning of a previously taught word with an affix. Teachers also assess sentence dictation, fluency, and comprehension, which align with the concepts taught in the lessons.

Progress Monitoring

2.2	Data Analysis and Progress Monitoring	3/4
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.	0/1

The instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials do not 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 tables for teachers to track each student’s spelling errors and guidance for analysis in the *Assessment Guide*. The "The Informal Spelling Survey" section provides more guidance on analyzing spelling errors and tracking errors such as phonology, orthography, or morphology errors.
- The *Assessment Guide* also provides guidance for responding to student performance in the "Where to Begin Instruction for Older Students" section after completing the "Spelling Analysis." For example, the guidelines state, "Ideally, older students could begin with Concept 11, Closed and Open Syllable Types. However, students need to show mastery of skills in Concepts 1-10 before moving to the more difficult concepts."
- The materials explain how to support student performance in oral reading fluency by describing ways teachers can add fluency to their schedule. The *Teacher Training Manual* provides a bulleted list of suggestions for incorporating daily fluency practice, such as conducting mini-lessons, providing time for independent reading, and assessing fluency one to two times per month.

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

- The Zgonc "Interventions for All" *Phonological Awareness* book provides activities to use in response to student assessment results on the "Phonological Awareness Skills Assessment." The materials provide guidance on starting with the section where students missed two or more questions. The materials provide Tier 1, Tier 2, and Tier 3 activities for each skill. They

recommend starting with Tier 2 activities if skills are appropriate for the grade level. The materials provide a chart to show when students should master each skill.

- The materials suggest tasks and activities to use with students in response to instructional assessment data in the *Comprehensive Teacher Training Manual*. For example, teachers can use "Reader's Theater" as a "creative and entertaining way for students to improve fluency and comprehension and provide opportunities for necessary oral reading practice."

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

- The materials do not include tools for students to track their progress and growth. The *Morphology+ Teacher Training Manual* includes progress monitoring charts listing prefixes, suffixes, Latin bases, and Greek bases. While students could use this chart to track their knowledge of these word parts, the manual does not specify whether students or teachers should track progress. Additionally, there is no guidance on what markings to use, such as check marks, to indicate whether an affix can be defined.

Supports for All Learners

3.1	Differentiation and Scaffolds	2/8
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.	0/3
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)	0/2
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.	2/3

The materials do not 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 do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). Materials do include enrichment and extension activities for students who have demonstrated proficiency in grade-level content and skills. Materials do not include differentiated instruction 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 do not include teacher guidance for differentiated activities or paired (scaffolded) lessons for students who have yet to reach proficiency on grade-level standards. The *Teacher Training Manual* defines differentiation as "changing the pace, level, or kind of instruction you provide in response to individual learners' needs, styles of interests." It further explains that teachers can pre-assess and match learners with appropriate activities according to readiness but does not give specific activities on how.
- The materials provide teacher guidance for differentiated instruction for students who have yet to reach proficiency in the "Multi-Tiered Support System (MTSS)." This resource provides guidelines for the length of literacy instruction for each intervention tier. For example, Tier 1 is "Literacy instruction for 90-120 minutes daily." For Tier 2, the materials state, "The goal is to catch students up to grade level with instruction three to five days per week for 30-45 minutes in addition to core instruction." The materials define Tier 3 as "intensive reading instruction given 45-60 minutes daily in addition to the core instruction."
- The materials do not include teacher guidance for differentiated activities or scaffolded lessons for students who have yet to reach proficiency on grade-level proficiency on grade-level content.

- The *Comprehensive Orton-Gillingham Plus Teacher Training Manual* outlines general needs and definitions for differentiated instruction under the sections "Multi-Tiered Support System (MTSS)," "Dyslexia," "Students with Disabilities," "English Learners (ELs)," "Meeting the Needs of All Learners," and "Adaptations and Assistive Technology." Still, it does not provide teachers with guidance or materials to supplement students who have not yet reached proficiency.

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

- The materials do not include specific pre-teaching of unfamiliar vocabulary but embed vocabulary instruction into the lessons. For example, in the *Morphology+ Teacher Guide Book*, under the "Teaching a New Concept" section, step 6a states, "Highlight words with the target morpheme(s). Read those words. Discuss the meaning of those words."
- The materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in the text. For example, in *IMSE'S Spelling Teacher Guide (Grade 3+—Student Book D)*, under Concept 5 "Initial Consonant Blends," materials include teacher directives to "Distinguish between digraphs and blends" but do not offer explicit pre-teaching opportunities."

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

- The materials include teacher guidance for 27 extension activities in the *Morphology + Training Manual* in a section titled "Additional Vocabulary and Morphology Activity Ideas." Some examples are "Vocabulary Graffiti," "Mystery Drama," or "Context Clues." After listing the activity, the resource provides guidance explaining what students can do. For "Mystery Drama," it states, "Students can work in small groups to act out scenes describing the new word."
- The materials do not include guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills. For example, while the *IMSE's Morphology Plus Teacher Guide* materials provide differentiated instruction for different types of learners (e.g., auditory, kinesthetic, visual, etc.), they do not provide guidance for teachers to support students who have already demonstrated proficiency before teaching the lesson.
- The materials offer extension and enrichment activities in the *Teacher Guide Book*. The resource states, "For an extension activity, have students choose three to four mastered Red Words and incorporate them into a creative writing activity. Students can also play a matching game with learned Red Words and armtap the match."

Supports for All Learners

3.2	Instructional Methods	8/13
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.	2/4
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.	0/3

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 guidance and recommendations for effective lesson delivery using a variety of instructional approaches. Materials do not include teacher guidance and recommendations for effective lesson facilitation using a variety of instructional approaches. Materials do not support multiple types of practice (e.g., guided, independent, collaborative) or 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 materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly in the *Morphology Plus Teacher Guide* lessons. For example, "Teaching a New Concept" outlines teacher actions (T) and student actions (S) in thirteen steps.
- The materials include instructional routines with clear headings and labels to support the different components of a lesson. The *Morphology Plus Teacher Guide Book* includes lessons for each concept outlined in the "Scope and Sequence." Each lesson opens with keywords, picture ideas, and "Notes" for the teacher. The lesson consists of nine components: "Three-Part Drill," "Teaching a New Concept," "Word Dictation," "Sentence Dictation," "Passage," "Fluency," "Vocabulary," and "Comprehension."
- The materials include a "Morphology Plus Teacher Reference Flip Chart" that provides sample scripts for each routine component, such as the "Three-Part Drill," which includes visual, auditory/kinesthetic, and blending steps. The script for the visual step instructs the teacher to display cards randomly while students say the corresponding sounds.
- The *IMSE's Morphology Plus Teacher Guide (Affixes Book 1 of 2)*, under Concept 1, "Teaching a New Concept," the materials provide prompts and guidance to teachers with a sample script to teach morphemes.

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

- The lessons in the *Morphology+ Greek Teacher Guide Book* provide recommendations for effective lesson delivery using a variety of instructional approaches and tasks that allow students to practice morphology concepts through visual, auditory, and kinesthetic methods. Each lesson has a "Three-Part Drill" where they practice a previously taught morpheme in a visual, auditory, and kinesthetic manner. In the visual part of the drill, teachers show a morpheme card, and students say or spell the morpheme and its meaning. For the auditory/kinesthetic portion, the teacher states the meaning(s) of the morpheme(s), and the students write the correct morpheme(s) and state the meaning(s) using a dry-erase board and markers. The drill also incorporates a morphemic analysis where teachers present students with words containing known morpheme(s), and the students create word sum(s) and state the meaning based on the morphemes.
- The materials include instructions to support the teacher in providing effective lesson delivery. The *Morphology Teacher Guide* provides a sample script to teach vocabulary words.
- The materials include teacher guidance and recommendations for effective lesson delivery and facilitation that allow students to practice phonics skills using a variety of instructional approaches, including auditory/kinesthetic, as seen in the three-part drill. The *Teacher Guide* includes activities that use sand and blending boards for the "Three-Part Drill." However, the material uses mainly teacher-directed instruction for effective lesson delivery.
- The materials include teacher guidance and recommendations for effective lesson delivery using more than two instructional approaches but do not include guidance and recommendations for facilitation. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*, under the section "Instructional Method," the materials explain that "Reciprocal teaching can be done whole class, small group, or one-on-one using the four reciprocal teaching strategies: predicting, questioning, clarifying, and summarizing." This section explains how students will be taught the strategies explicitly for continued use in whole group, small group, and/or partners. However, the lessons do not incorporate teacher facilitation of this process; the lessons only include direct teaching.

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 *Comprehensive OG+ Teacher Training Manual* gives guidelines for small group or additional instruction in addition to whole-class instruction for Tier 2 and Tier 3 students in the section titled "Multi-Tiered Support System (MTSS)," subsection "The Three Tiers."
- The materials provide guided instructions for teachers to teach the routines necessary to implement practice effectively. The "Procedural Reference Flip Charts" provide explicit instruction for daily routines.
- The materials provide explicit instructions for teachers to teach the routines in the "Morphology Plus Teacher Reference Flip Chart" as a teacher-guided script with teacher and student actions. These charts do not provide a recommended grouping structure.

- The *Comprehensive OG Plus Teacher Training Manual* gives time guidelines for small group instruction or additional instruction in addition to whole class instruction for Tier 2 and Tier 3. It does not state which materials or parts of the lesson to use for the small groups.
- The materials do not include guidance for teachers to support effective implementation, support multiple types of practice, and do not include recommended structures to support effective implementation. For example, in the *IMSE's Morphology Plus Teacher Guide (Affixes Book 1 of 2)*, within each concept lesson, the materials provide teachers with step-by-step directives and scripts on how to facilitate each component of the lesson. However, the materials do not provide opportunities for students outside of direct instruction.
- The *IMSE's Morphology Plus Teacher Guide (Affixes Book 1 of 2)* gives students ample opportunity to engage in guided practice; there are very few opportunities for them to engage in collaborative or independent practice.
- The *Comprehensive Orton-Gillingham Plus Teacher Training Manual* often refers to multiple types of practice (whole group, small group, independent). However, the lessons do not consistently distinguish between these types of practices.

Supports for All Learners

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

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

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.

- The materials do not provide teacher guidance on providing linguistic accommodations for various levels of language proficiency to engage students in increasing academic language. However, they include generic tips in the *Comprehensive Orton-Gillingham Plus Training Manual*.
- The English Learners section in the manual provides general guidance and considerations that apply to all lessons. For example, when teaching sight words, it suggests that teachers emphasize the expected and unexpected sounds and highlight any sounds in the word that may not exist in a student’s native language.

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

- The materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The materials do not explicitly reference the ELPS or include information related to state-approved ESL and bilingual program models.
- The *Teacher Training Manual* provides information for teachers of emergent bilingual students, such as considerations for seven components or instructional routines titled "EL Considerations for Vowel Intensive," "EL Considerations for Teaching a New Concept," "EL Considerations for Teaching RED Words," "EL Considerations for Syllabication," "EL Considerations for Fluency," "EL Considerations for Teaching Vocabulary," and "EL Considerations for Teaching Comprehension."

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 do not include embedded guidance to support emergent bilingual students. For example, the *Morphology Plus Affixes Plus Teacher Guide* includes an EL Considerations for Teaching a New Concept section. This section provides teachers with guidance on differentiation considerations they may need to make for their EL students. However, these are an overview of ideas not elaborated on throughout each lesson.
- The lesson plans provide guidance on building vocabulary and incorporating oral language comprehension, but they do not provide specific strategies for emergent bilingual students.
- The *Teacher Training Manual* provides general 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 lessons do not embed this information.
- Materials do not include embedded guidance to support emergent bilingual students. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*, under section EL Considerations for Teaching Vocabulary, the materials highlight that "Explicit instruction on cognates can serve as an important semantic resource for ELs and enables them to utilize native language knowledge to facilitate English vocabulary development." However, the materials do not provide support to guide teachers on necessary words.

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

- No evidence

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). 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 systematic and sequenced instruction of phonics. The lessons follow a progression from simple to complex, gradually building upon the foundational skills that students need to be able to read more complex words throughout the year. For example, grade 3 "Scope and Sequence" in the *Teacher Guide Book D (Grade 3)*, begins with reviewing phonics rules such as consonant sounds, short vowel sounds, digraphs, and blends. Then it progresses to more complex rules such as syllable patterns and types, suffixes, manipulation rules, and additional vowel teams.
- The materials include systematic and sequenced instruction of phonics and foundational skills in *IMSE's Morphology Plus Teacher Guide, Affixes (Book 1 of 2)*, under the section "Morphology Plus Scope and Sequence." The materials contain a scope and sequence for all morphology with affixes lessons, outlining that students will build upon skills gained in grades K-2 with more complex skills.
- The materials include systematic and sequenced instruction of foundational skills. For example, in the *Comprehensive Teacher Assessment Manual*, under the section "Grade 3 and Beyond Recommended Guidelines," the materials explain that grade 3 students should have some knowledge of letter/sound correspondence and that teachers should analyze spelling in context instead of letters in isolation to help guide instruction. At this level, students take informal spelling surveys.

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

- The materials provide phonics lessons in the *Morphology+ Affixes Teacher Guide Book* that clearly and specifically teach phonics skills through concise explanation, modeling, and practice. For example, the "Teaching a New Concept" routine in the Suffix: *ed* lesson directly teaches about this concept. It states, "(T) tells students the morpheme(s) and meaning(s) of the morpheme(s). (T) Tells students the language of origin (when applicable)." Later in the lesson, students practice making morpheme cards with meaning, examples, and pictures.
- The materials include explicit and intentional daily opportunities for phonics in *IMSE'S Spelling Teacher Guide (Grade 3)*. In this guide, students receive direct instruction daily through lessons and routines. For example, the "Three-Part Drill" routine reviews previously taught phonics patterns daily.
- The *IMSE's Morphology Plus Teacher Guide- Affixes (Book 1 of 2)*, specifically in the "Guidelines for Lessons (Morphology Plus)" section, provides clear instructions on how much time to allocate for each lesson component. In grade 3, students practice morphology using the "Three-Part Drill" routine, recommended for 10 minutes daily across three required days and two optional days.

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

- The materials include the practice of phonics skills in isolation. For example, in *IMSE's Morphology Plus Teacher Guide, Affixes (Book 1 of 2)*, under the section "Teaching a New Concept" of Lesson 1, teachers show students the concept card for suffix *-s* and *-es* before students brainstorm and write words with targeted morpheme in their interactive journal.
- The materials include the practice of phonics skills in "IMSE Passages," which replace decodable texts in grade 3. For example, in the *IMSE's Morphology Plus Teacher Guide, Affixes (Book 1 of 2)*, under the section "Passage" in Concept 1, students practice decoding words with suffixes, *-s*, *-es* in the context of written text.
- The materials include practicing phonics skills in isolation and decodable passages in each lesson in the *Morphology+ Affixes Teacher Guide Book A*. For example, Concept 3, Suffix: *ing*, includes the passage, *The Camping Trip*, and word lists with the target morpheme(s). Students read the passage and discuss the meaning of targeted words. Students then engage in a "Word Dictation" routine. The teacher dictates five words with the suffix *-s* or *-es* pattern while students encode them. Examples of words include *rings*, *snacks*, *crashes*, *shops*, and *mends*.

Materials include opportunities for cumulative review of previously taught skills.

- The materials include a cumulative review in the dictation routine. For example, in Concept 3: Suffix *-ing*, the *Teacher Guide Book* provides five dictation words per each day of the week. On days four and five, the teacher can review prior words or introduce additional suffix *-ing* words. The materials also provide 10 dictation sentences that include words with the suffix *-ing* and high-frequency words like, "We had to do 10 jumping jacks in the gym."

- The materials provide opportunities to review previously taught skills. The materials include a variety of instructional strategies and consistent routines for each phonics skill, including opportunities for review in the "Teacher Reference Flip Chart." For example, the materials provide specific routines called "Three-Part Drill," "Vowel Intensive," "Red Words," and "Syllabication Guide."

Phonics Rule Compliance

4.2	4.2 Daily Instructional Sequence and Routines	4/8
4.2a	Daily lessons include explicit (direct) instruction with teacher modeling.	1/1
4.2b	Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.	0/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	3/4

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

Evidence includes, but is not limited to:

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

- The daily phonics lessons in the *Morphology Plus Affixes Teacher Guide Book A* include explicit teacher modeling before students practice the phonics skill on their own. For example, in "Concept 4: Suffix: -er/-or," the teacher models by showing the new concept card and telling students the morphemes, their meanings, and the language of origin when applicable. The students later practice brainstorming words with the target morphemes and making morphemes cards with meanings.
- The daily lessons in the *Morphology Plus Teacher Guide, Affixes (Book 1 of 2)*, include direct and explicit instruction. Under the "Fluency" section of each lesson, the materials suggest that the teacher "Model the passage by reading it to students." The teacher uses the provided decodable passage to model for students.

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

- The daily lessons do not include opportunities for direct and explicit guided instruction. In the IMSE's *Morphology Plus Teacher Guide (Greek)*, teachers provide guided instruction under the "Teaching a New Concept" section. However, the guidelines and scripts remain the same for each concept. The materials do not customize the script for individual lessons. For example, each lesson includes the repeated instructions: "(T) Shows the new concept card(s). (T) Tell students the morpheme(s) and meaning(s) of the morpheme(s). (T) Tell students the language of origin."

- The daily lessons do not include opportunities for immediate and corrective feedback. The *Morphology Plus Teacher Training Manual* includes general guidance for providing feedback in the "Sentence Comprehension" section, such as "provide feedback to students." The materials do not contain cues or verbiage on when or how teachers should provide such feedback.
- The *Morphology Plus Affixes Teacher Guide Book* in the "Fluency" section provides general guidance for immediate and corrective feedback. For example, the materials state, "Model the passage by reading it to students. Give corrective feedback to students so they are aware of errors and how to fix them."

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

- Daily lessons in the *Morphology Plus Affixes Teacher Guide Book* include a variety of opportunities for students to practice independently during whole-group instruction. Students apply the phonics rules independently through the dictation routine and reading the decodable reader. For example, after students learn about affixes -s and -es, they highlight words with affixes -s and -es before reading them in the decodable reader. Students also practice encoding words with affixes -s and -es. For example, on Day 1, students encode *rings*, *snacks*, *crashes*, *shops*, and *mends* as the teacher dictates each word.
- The materials provide an opportunity for collaborative practice of new morphemes during the "Three-Part-Drill." The materials provide guidance in the *Morphology+ Purple Teacher Reference Flip Chart* of "Option B: (S) Work with a partner using known morphemes to create and list real words and their meanings."

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include cumulative review practice throughout the curriculum. For example, every lesson in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 3)* consists of a word dictation routine that prompts teachers to "Review prior words" on days four and five. The "Sentence Dictations" routine incorporates previously taught words with morphemes, phonics rules, and sight words. In Concept 11: Prefix *re-*, one dictation sentence reads, "I asked the librarian to reissue the book to me." Students learn the suffix *-ed* in Concept 2.
- The materials in the *Morphology + Affixes Teacher Guide Book* include intentional practice and a review of decoding and encoding using previously learned and newly learned phonics skills throughout the year. For example, the grade 3 daily lessons include the "Three-Part Drill," where students review phonics skills visually, auditorily/kinesthetically, morphemic analysis, and an optional morpheme manipulation. The "Three-Part Drill" is outlined in detail with a sample script. The drill has three main components. The teacher shows the phonics card while students say the sound(s). The teacher says the sound, and students repeat it while writing the letters in the sand tray. The teacher lays out cards, and students say the sound for each letter, then blend them into a syllable. Students determine if it's a real word or not.

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

- The materials provide practice opportunities, including only phonics skills that have been explicitly taught. In the "Morphology+ Purple Teacher Reference Flip Chart," the "Three-Part Drill" routine is used for morpheme concepts. It begins with reviewing previously learned morphemes, which is found in step 1 of the "Teaching a new Concept" routine.

- The materials provide practice opportunities, including only phonics skills that have been explicitly taught. For example, in the *IMSE's Morphology Plus Teacher Guide (Latin)*, under the section "Teaching a New Concept," teachers direct students to practice the new target morpheme, *sci*, by brainstorming words that have the target morpheme.
- Students apply the skills explicitly taught for the lesson during independent practice in the *Morphology+ Affixes Teacher Guide (Book A)*. For example, in Concept 3, the suffix *-ing* is practiced with a daily fluency passage. Students reread this passage at least five times during the week to increase their fluency rate.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The *Morphology Plus Affixes Teacher Guide Book* lessons include a routine for students to highlight words with the target morpheme(s) and discuss their meanings. In Concept 12: Prefix *de-*, students use the passage *The Wedding Day* to locate words such as *delight*, *declined*, *decreased*, and *defrosting*. These words all include the new concept of the prefix *de-* and some previously taught concepts like suffix *-ed* and *-ing*.
- The materials provide grade 3 students with passages to practice fluency and previously taught phonics skills. In *Morphology Plus Teacher Guide, Affixes (Book 1 of 2)*, Concept 11, students practice the lesson's target skill, Prefix: *re-*, by reading *The Restart* passage.

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

- The materials include lessons with an instructional focus and opportunities to practice in isolation. After explicit instruction on a sound-spelling pattern, students practice encoding words that contain that sound-spelling pattern in isolation. For example, in Concept 15: Suffix *-ly*, students write isolated words such as *badly*, *loudly*, *quickly*, *gladly*, *wisely*, and *deadly*.
- The materials include lessons with an instructional focus and opportunities to practice with connected text. After explicit instruction on a sound-spelling pattern in the *Morphology+ Affixes Teacher Guide Book*, students practice decoding words that include that sound-spelling pattern in connected text. For example, in Concept 13: Prefix *pre-*, students read the connected passage, *Juan the Recording Artist*. This text includes words with the target morpheme, such as *presell*, *premixes*, *prerecords*, and *prepays*.

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 a variety of developmentally appropriate assessment tools. Students take an "Informal Spelling Survey," which includes a spelling analysis to determine student knowledge in phonology, orthography, and morphology. In this assessment, the teacher dictates a word for students to spell.
- The materials include diagnostic assessment tools for measuring phonological awareness and phonics skills. The *Phonological Awareness Manual* includes the "Phonological Awareness Screening Assessment," "an informal, diagnostic, and screening assessment tool used to determine phonological sensitivities and phonemic awareness difficulties." It also includes a "Rapid Automatic Naming Assessment," which "provides information about the ability to efficiently and accurately access phonological information stored in long-term memory, an underlying ability that supports the development of automaticity and fluency in reading."

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

- Materials include clear and consistent directions for the accurate administration of assessments. For example, in the *Comprehensive Teacher Assessment Manual*, under the section "Grade 3 and Beyond—Informal Spelling Survey," teachers are provided with guidance on how to conduct an informal spelling survey, expressing that it "should not be graded" and differentiating between phonology, orthology, and morphology errors.

- The materials provide clear and consistent guidance for teachers to administer assessments efficiently. The guidance includes recording sheets, guidelines on the allotted time, and recommendations for breaking long assessments into parts over several days or class periods.
- The materials provide guidelines for scoring oral reading fluency assessments. The *Morphology Training Manual* provides guidelines for "establishing the difference between errors and non-errors." For example, errors include words skipped, and non-errors include self-corrections.

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

- The materials include progress monitoring tools that routinely and systematically assess students' acquisition of grade-level skills. For example, the materials include individual progress monitoring charts for prefixes, suffixes, Latin bases, and Greek bases in the *Morphology+ Teacher Training Manual*. The chart consists of the prefix, suffix, or base in the first column and a column for each date to track progress.
- The *Morphology+ Teacher Training Manual* provides informal assessments of prefixes, suffixes, and Latin and Greek bases. The materials state, "The following informal assessments can be given at the beginning of the year to determine a baseline." The materials suggest giving the assessments three times yearly to benchmark students and weekly morpheme tests based on the morphemes taught during the week.
- Materials include data management tools (digital) to enable teachers to document whole class data regarding progress on taught skills. Teachers input student error types on the "Informal Spelling Inventory" and generate a student data table.

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

- The materials include recommendations for formally assessing students at least three times per year (BOY, MOY, EOY) and provide guidance on progress monitoring based on assessment data. The *Teacher Assessment Manual* includes an assessment checklist for each grade level detailing students' assessments throughout the year. For example, the *Morphology Teacher Training Guide* book recommends that "general education teachers can give these assessments three times per year to benchmark students" and "teachers should give a weekly morpheme test based on the morphemes taught during the week."
- The materials include assessment opportunities across the school year aligned to progress monitoring tools. For example, in the *Comprehensive Teacher Assessment Manual*, under the section "IMSE Assessments," the materials outline that an initial (Aug/Sept), midterm (end of semester 1), and final assessment (end of semester 2) need to be conducted throughout the year.
- The materials include assessment opportunities across the school year aligned to progress monitoring tools. For example, in the *Phonological Awareness Manual*, under section "IMSE'S

Beginning Reading Skills Assessment (BRSA)," the materials recommend providing the BRSA to all students three times throughout the year "so teachers can document and monitor current student performance and provide accurate measurements of progress."

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	4/6
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.	1/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	0/1

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

Evidence includes, but is not limited to:

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

- The materials include hard copy data management tools to enable teachers to document individual data regarding progress on taught phonological awareness and phonics skills. For example, the teacher records each student's assessment data on one column of the "Instructor Recording Sheet - Spelling Survey" in the *Assessment Manual*. The chart includes twenty words and a key to mark "P" for phonology, "O" for orthography, and MO for morphology errors.
- The materials include a "Spelling Analysis" page in the *Assessment Manual* that teachers can use for each student. Teachers mark x in the appropriate box if it is incorrect and leave it blank if it is mastered. The boxes to mark are located in columns with the phonics concepts: consonant, digraph, blend, closed syllable, open syllable, magic e, vowel team, bossy r, consonant-le, or morpheme.
- The materials include data management tools (digital) to enable teachers to document whole class data regarding progress on taught skills. Teachers can input student error types on the "Spelling Survey" and generate a student data table.
- The materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. For example, the *Morphology+ Teacher*

Training Manual provides "Progress Monitoring Charts" that track students' acquisition of prefixes, suffixes, and Latin and Greek bases.

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

- The materials include hard copy data management tools to enable teachers to document whole class data regarding progress on taught phonological awareness and phonics skills. For example, the teacher records students' assessment data in the "Instructor Recording Sheet - Spelling Survey" columns in the *Assessment Manual*. The chart includes twenty words and a key to mark "P for phonology, O for orthography, and MO for morphology" errors. The materials provide a table to help analyze the type of error students are making.
- Materials include data management tools (digital) to enable teachers to document whole class data regarding progress on taught skills. Teachers input student error types from the "Spelling Survey" to generate a student data table.
- The materials include phonological awareness data-management tools to track whole-class progress and analyze student patterns and needs. For example, the "PAST Instructional Profile Recording Sheet" in the *Phonological Awareness: Interventions for All* book provides teachers with a chart to track student data across grade levels based on their "Phonological Skills Test (PAST)" performance. This sheet overviews skills such as spoken word concepts, rhyme recognition, completion and production, syllable blending, segmentation, and deletion. Teachers can view multiple students on one page, ensuring easy identification of patterns and needs.

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

- The materials include specific guidance on determining the frequency of progress monitoring based on students' needs. The "How to Use the Activities" section of the *Interventions for All: Phonological Awareness* resource provides a chart titled "Differences Among the Three RTI Tiers," which suggests progress monitoring frequency based on tier. For example, the materials recommend teachers monitor Tier 2 students at least twice a month and Tier 3 students weekly or as needed.
- The materials do not include specific guidance on determining the progress monitoring frequency based on student strengths, but they do include some general guidance. For example, the *Comprehensive Teacher Assessment Manual* states, "Recording weekly or monthly CBM progress is beneficial to teachers, students, and parents. It allows all parties to see the growth toward set goals."

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

- The materials do not include guidance on accelerating learning based on the progress monitoring data to reach mastery of specific concepts. The *Assessment Manual* states, "Students who score less than 80% on a benchmark assessment can be considered at-risk or below proficiency. These students may need additional testing and should receive additional instruction on the concepts missed." It does not give specific instructions on accelerating learning or providing interventions.
- The *Comprehensive Teacher Assessment Manual* provides assessments and data management tools but does not include specific guidance on how to find trends or which resources to use for intervention. For example, the manual includes a "Spelling Analysis" chart where teachers record student performance from the "Informal Spelling Survey." The materials prompt the teacher to record the mistake as a "*P*-Phonology, *O*-Orthography, or *MO*-Morphology" error. The materials list the phonics concepts that need to be taught based on students' errors. However, the materials do not include guidance for using the chart to accelerate learning.

Foundational Skills

5.B.1	Oral Language Development	11/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	0/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	2/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	9/9

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

Evidence includes, but is not limited to:

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

- The materials do not include explicit instructional guidance on developing oral language and oracy through various methods. For example, in the *Morphology Plus Teacher Training Manual*, under the "Sentence Comprehension" section, the materials express that "Students' understanding of semantics and syntax first develops in oral language..." However, the materials do not provide specific guidance on how teachers should incorporate a strong foundation of oral language.
- The materials do not include systematic instructional guidance on developing oral language and oracy through various methods. For example, in the *Morphology Plus Teacher Training Manual*, under the section "Incidental vs. Intentional Vocabulary Instruction," a chart outlines the importance of providing students rich oral language experiences through aloud and independent reading opportunities. However, the materials lack instructional guidance on how to incorporate this skill.
- The materials lack systematic and explicit instructional guidance on developing oral language and oracy through various methods. The *Morphology+ Affixes Teacher Guide* includes a "Comprehension" section at the end of each concept. It includes a bulleted list of suggestions for teachers before, during, and after reading, but it does not provide guidance for developing

oral language skills. For example, the materials suggest, "During Reading: Ask prepared questions. Use graphic organizers to help students with understanding."

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

- The materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, in (18a) *2024 Morphology+ Originals*, students are assessed on their prosody to speak during presentations of "Readers Theater." Additionally, students participate in expanding vocabulary to support advancement in speaking. The materials also include comprehension activities to promote academic discussions and higher-order thinking.
- The materials do not include opportunities for students to engage in social communication for different purposes and audiences. For example, students brainstorm words containing the lesson's focus in the "Teaching a New Concept" section of Concept 1 in IMSE's *Morphology Plus Teacher Guide (Greek)*. The materials state, "(T&S) Brainstorm. Brainstorm words that have the target morpheme(s). Accept all answers but place incorrect answers in a "thought bubble" to discuss. Do teacher-directed brainstorming if needed." However, this communication does not occur socially for different purposes and doesn't specify who the audience(s) is/are.

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 include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. The (18a) *2024 Morphology+ Originals*, provides a "Reciprocal Teaching" document. The directions state: "Use these templates to create cards for reciprocal teaching components. Students can take turns leading the discussion by either predicting, questioning, clarifying, or summarizing. Students may lead discussions for a different component daily, or they may lead for the same component throughout an entire week. Students may also use the cards when reading independently as a reminder to use the strategies."

Foundational Skills

5.C.2	Letter-Sound Correspondence	28/30
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)	0/2
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 do not 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 multi-syllable 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 explicitly introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. For example, in the IMSE's *Morphology Plus Teacher Guide, Affixes (Book 2 of 2)*, each lesson has a reading passage that allows students to practice decoding text with the target skill. Throughout the resource, students also have the opportunity to practice encoding the target concept by using a dry-erase paddleboard or another medium.
- The materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. In the "Scope and Sequence" section of IMSE's *Morphology Plus Teacher Guide, Affixes (Book 1 of 2 and Book 2 of 2)*, the materials introduce letter-sound relationships to allow students to build upon previous concepts. For example, the materials introduce the suffixes -s and -es first, then progress to more complex skills, like the suffix -hood, allowing students to begin applying more complex decoding and encoding skills.
- The materials directly, explicitly, and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. The materials include a scope and sequence in the *Teacher Guide Book D* that shows a progression from simple

phonics concepts to more complex ones for decoding and encoding. For example, in grade 3, the materials begin with a review of consonant sounds and short vowel sounds, blends, different syllable patterns, and end with vowel teams.

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 do not include guidance for the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. The materials provide generic feedback but not within the instructional lessons. For example, in "The Multi-Sensory Experience" section of the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*, the materials state, "To handle miscues, tell students to look at the letters and sound out the word. If the student still cannot read the word, the teacher should provide the word. Then have the student reread the entire sentence with automaticity." While this information does give some guidance, it does not provide teachers with errors or miscues to anticipate within a lesson.
- The materials do not include guidance for the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. For example, the "Teacher Reference Flip Chart" includes the same sample scripted lesson that guides the teacher to provide instruction focused on connecting phonemes to letters within words in the "Three-Part Drill" routine of each lesson in grade 3. For the blending portion of the "Three-Part Drill," the sample script reads, "(T) Separate cards into three piles: C/V/C. (S) Say the sound for each letter and blend into syllables. Give thumbs up for real words. If the syllable is not a word, students can think of a multisyllabic word that has that syllable. Ex: fam is a syllable for family." The materials do not provide guidance on how to address errors or misconceptions.
- The materials do not include guidance for the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. The grade 3 *Teacher Guide* provides a notes section at the top of some concepts that offer some guidance for misconceptions and common errors. For example, in Concept 1 the text states, "suffix -s says /s/ when the base word ends with an unvoiced sound (e.g., *cats*, *cups*)."

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

(S)

- The materials include a variety of resources and activities for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. For example, each lesson in the *Teacher Guide*

Book D (Grade 3+) has words and sentences for dictation. In "Concept 12: /ik/ Spelled -ic Endings," the resources provide twenty words for dictation and ten sentences. Some words are *fantastic, intrinsic, music, drastic, and attic*. One sentence example reads, "*Maxwell is fantastic at tennis.*"

- The materials include various activities for students to practice their understanding of applying letter-sound correspondence to decode multisyllabic words in isolation. For example, the online IMSE "Planning Tools" allows teachers to create a syllable division activity for students to practice decoding words. The platform provides a list of decodable words and includes the concept number for quick access.
- The materials include various activities for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in decodable connected fluency passages. In the *Morphology+ Affixes Teacher Guide*, each concept has a decodable passage for students to practice applying letter-sound correspondence. For example, in "Affix Lesson 11: Suffix: -s/-es," students read words such as *errands, lattes, friends, hamsters, drove, run, and lots*.
- The materials include a variety of resources for students to reinforce their understanding of applying letter-sound correspondence to decode multisyllabic words in decodable-connected texts. For example, in the *Morphology Plus Teacher Training Manual*, under the "Comprehension" section, the materials outline that students who practice with the provided reading passages derive meaning from decoding words as they read. This process helps reinforce their understanding of morphemic connections.

Foundational Skills

5.E.1	Sound-Spelling Patterns	11/16
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)	0/1
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)	4/6
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)	6/8

The materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials do not 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 practice and reinforce grade-level sound-spelling patterns (through cumulative review). Materials do not include a variety of activities and resources for students to develop grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and resources to support students in decoding 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 sentence or decodable texts). Materials provide a variety of activities and resources to support students in encoding words that include taught sound-spelling patterns, in isolation (e.g., word lists) that builds on previous instruction (e.g., within sentences or decodable texts). Materials do not provide a variety of activities and resources for students to encode words that include taught sound-spelling patterns, in decodable connect text that builds on previous instruction (e.g., within sentence 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 a systematic sequence for introducing grade-level sound-spelling patterns that move from simple to complex throughout the year in the lessons provided in the *Teacher Guide Book (Grade 3+)*. The sound-spelling concepts align with the TEKS. For example, Concept 11 covers decoding words with closed and open syllables and Syllable Pattern 1 (VC/CV) and Syllable Pattern 2 (V/CV). As the year progresses, the materials cover additional vowel teams (Concept 24).
- The materials include a systematic sequence for introducing grade-level sound-spelling patterns in the *grade 3 Student Spelling Workbook*. The lessons in this resource progress in the same sequence as the lessons in the *Comprehensive OG+ Grade 3 Teacher Guide*, beginning with the consonant sounds and progressing to the more complex skill of consonant *-le*.

- The materials provide a systematic sequence for introducing grade-level sound-spelling patterns. For example, in the *Morphology Plus Teacher Guide Latin*, Concept 1 begins with *rupt (erupt)* and progresses to complex sound-spelling patterns like *dec, deca, deci (December, decade, decimal)* in Concept 43.

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

- The materials include general guidance for the teacher but do not provide direct and explicit instruction for grade-level sound-spelling patterns in the grade 3+ *Teacher Guide Book*. The lessons provide teacher notes for sound-spelling patterns but do not include sample scripts. For example, "Concept 14: Y as a Vowel" gives generic guidance, stating, "Long /i/ sound: This sound typically occurs when y is at the end of one-syllable words (e.g., *my, cry, sky*) or when y is used with Magic E (e.g., *type*). In a two-syllable word where the second syllable is accented, the final y will make a long /i/ sound (e.g., *deny, July, imply*)." The materials do not provide a script to use to provide explicit instruction for this skill.
- The materials do not include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. For example, the grade 3 *Student Workbook* and the grade 3 *Teacher Guide Book* correlate regarding the "Scope and Sequence." Still, the teacher guide does not provide direct instruction to support students in sound-spelling patterns.
- The materials do not include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. For example, while the resources provided in the *Morphology Plus Teacher Guide* all have direct and explicit instruction, they do not align with the spelling "Scope and Sequence" outlined in the grade 3 *Student Workbook*.

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 various activities and resources for students to practice and reinforce grade-level sound-spelling patterns (through cumulative review) in the *Morphology+ Affixes Teacher Guide Book B* but do not include explicit guidance to develop the skills. For example, each concept in the *Morphology+ Affixes Teacher Guide Book* provides a word list for daily dictation and sentences for dictation. In "Concept 37: Suffix: *-ous (-ious, -eous)*," days 1-3 provide five words for each day with the suffix *-ous*, like *fabulous, nervous, glorious, joyous*, and *victorious*. On days 4-5, students review prior words or introduce additional words from the materials. There are no explicit lessons or scripts provided for instruction.
- The materials also include a "Three-Part-Drill" routine in each lesson in the *Morphology+ Affixes Teacher Guide Book B*, where students practice spelling the morphemes, writing the morphemes, and writing words with the morphemes. The materials state that the routine should be done three times per week to teach new concepts or review previously taught ones, but there are no explicit lessons or scripts provided.

Materials include various activities and resources for students to practice and reinforce grade-level sound-spelling patterns (through cumulative review). In the *Morphology Plus*

Teacher Guide, Latin, students are given daily passages to apply learned concepts from the "Word Dictation" section. For example, students encode the words *erupt*, *rupture*, and *disruption* using the taught spelling pattern from Concept 1.

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 to support students in encoding words, including sound-spelling patterns taught in isolation in the *Morphology+ Affixes Teacher Guide Book B*. For example, students encode sentences that include words with the current sound-spelling pattern, previously taught patterns, and red words (i.e., high-frequency or irregular words). In "Concept 37: Suffix: *-ous* (*-ious*, *-eous*)," students encode the sentence, *We chose to go to Australia for a more adventurous vacation.*
- The materials provide a variety of activities and resources to decode and encode words in isolation. For example, the grade 3 materials include morpheme cards that students use to build words containing the morpheme. The *Morphology+ Affixes (Book 2) Teacher Guide Book* explains that teachers should prepare a wordlist with known morphemes and the new morpheme as part of the "Three-Part Drill" in concept #45. "Students write the word and state the word's meaning based on the morpheme." The teacher guide also explains the teacher can engage students in morpheme manipulation.
- The materials provide a variety of activities and resources for decoding words in decodable connected text. For example, students read short fluency passages with previously taught sound-spelling patterns. For example, students read the passage *Freedom*, which contains previously taught affixes *-ed*, *-er*, and *en-*.
- The materials do not include activities and resources to support students in encoding words that include taught sound-spelling patterns in decodable text. The lessons in *Morphology+ Affixes Teacher Guide Book B* require students to highlight words with the target morpheme and unknown words. The guide also suggests discussing the meaning of those words and then reading the connected passage. There is no encoding practice with the passage.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	2/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	0/2
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)	0/4
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)	0/24
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)	2/12

The materials do not include a systematic sequence for introducing regular and irregular high-frequency words. Materials do not include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. Materials do not 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 write high-frequency words in connected text (e.g., within sentences or decodable texts.) Materials do not include a variety of activities and resources (including memory-building strategies) for students to write high-frequency words in isolation. Materials do not include a variety of activities and resources (including the use of memory-building strategies) for students to recognize or read 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 do not include a systematic sequence for introducing regular and irregular high-frequency words. The "Table of Contents" in the grade 3 *Teacher Guide Book* does not include a "Red Word" column as it does for grade K through grade 2. In the "Additional Resources" section, some high-frequency words listed are also considered homophones (*to, there*), but these resources are not provided to support the teaching of high-frequency words.
- The lessons in the grade 3 *Teacher Guide Book* do not explicitly include a "Red Word" routine to teach irregular high-frequency words. The lessons include sentence dictation, where the materials underline high-frequency words. For example, in the sentence dictation part of "Concept 2: Short Vowel Sounds," the materials underline the words *the, a, is, to, she, we, a,* and *of* to show they are high-frequency words, but there is no direct instruction or systematic sequence provided.

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)

- The materials do not include guidance for the teacher to provide direct and explicit instruction for decoding and encoding regular and irregular high-frequency words in grade 3. For example, in the grade 3 *Teacher Guide*, the materials do not provide a "Scope and Sequence" to outline specific "Red Words" (high-frequency words) to be taught.
- The materials do not include guidance for the teacher to provide direct and explicit instruction for decoding and encoding regular and irregular high-frequency words in grade 3. For example, while the grade 3 *Teacher Guide Book* references "Red Words" for students to work with, teachers are only given guidance to teach "some common Red Words" from IMSE's "Red Word" List. The materials do not guide teachers on which words to teach within the lessons.

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

- The materials do not include various activities and resources for students to develop, practice, and reinforce skills to decode regular and irregular high-frequency words (through cumulative review). In the *Morphology+ Affixes Teacher Guide Book A*, passages include high-frequency words but are not labeled. For example, in "Concept 1: Suffix: -s/-es," the *Running Errands* passage includes high-frequency words *and to*. There are no activities or resources to help develop, practice, or reinforce decoding the high-frequency words in the passages.
- The materials do not include activities and resources for students to practice encoding regular and irregular high-frequency words. Still, they do include general guidance for teaching "Red Words" and regular and irregular high-frequency words in the sentence dictation portion of the lesson. For example, in "Concept 2: Vowel Sounds," the lesson in the grade 3 *Teacher Guide Book* says to teach common "Red Words" to aid in writing sentences. It provides general guidance for teachers to use IMSE's "Red Word" list to determine a starting point. Then, starting at Concept 2, there are sentences for dictation with red words underlined, like "The man is big."
- The materials do not include various activities and resources for students to develop, practice, and reinforce skills to decode or encode regular and irregular high-frequency words. The materials do not provide a scope and sequence for high-frequency words in the grade 3 *Teacher Guide Book*. Therefore, activities and resources are not available to address them.
- The materials do not include various activities and resources for students to develop, practice, and reinforce skills to decode or encode regular and irregular high-frequency words. For example, while the grade 3 *Teacher Guide Book* references "Red Words" for students to work with, teachers are only given guidance to teach students "some common Red Words" from IMSE's "Red Word" list.

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

- The materials include dictation sentences for students to write high-frequency words in connected text. For example, in "Concept 3: C vs. K Rule (Cat/Kite Rule)," the grade 3 *Teacher Guide Book* includes seven sentences for dictation with red words underlined. One example reads, "The kid had a cat."
- The materials do not include various activities and resources (including memory-building strategies) for students to recognize and read high-frequency words in isolation. For example, the grade 3 *Teacher Guide Book* includes general guidance before the sentence dictation, guiding teachers to teach students some common "Red Words" to aid in writing sentences. It does not include the same sample script to teach new red words or provide weekly red words to teach, practice, and review.
- The materials do not include various activities and resources (including memory-building strategies) for students to recognize and read high-frequency words in connected text (e.g., within sentences or decodable texts). For example, the grade 3 materials include fluency passages, but students do not have to recognize high-frequency words.
- The materials do not include various activities and resources for students to recognize and read high-frequency words in isolation or connected text. For example, while the grade 3 *Teacher Guide* references red words for students to work with, teachers are only given guidance to teach "some common Red Words" from IMSE's "Red Word" list.
- The materials do not include a variety of activities and resources (including memory-building strategies) for students to recognize and read high-frequency words in isolation. For example, the grade 3 *Teacher Guide Book* includes general guidance before the sentence dictation routine, stating that teachers should teach students some common "Red Words" to aid in the process of writing sentences. It does not include the same sample script to teach new "Red Words" or provide examples of which "Red Words" to teach.

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 type 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)

- Materials include a systematic sequence in the lessons provided in the grade 3 *Teacher Guide Book* for introducing grade-level syllable types and syllable division patterns outlined in the TEKS. For example, the "Table of Contents" in the *Teacher Guide Book* (3rd Grade +) introduces VC and CVC words in Concept 11, "Syllable Type 3: Magic E" in Concept 16 and ends with "Syllable Type 6: Consonant *-le* (C-*le*) Endings" in Concept 26.
- The materials, including the *Syllable Division Teacher Guide* and "Syllabication Posters," include a systematic sequence for introducing syllable division principles. For example, the "Table of Contents" in the *Syllable Division Teacher Guide* organizes the materials by syllable type and pattern. The closed and open syllables come before the Magic E and VC/V syllable patterns,

followed by Bossy *R* and Vowel Team syllable types. The materials do not label this guide by grade level.

- The materials include a *Syllable Division Teacher Guide*, which provides words and activities for practicing syllable division using the principles of syllable division. These resources are not labeled by grade level but are organized by syllable division pattern and type.

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

- Materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types to decode and encode one-syllable and multisyllabic words. The grade 3 *Teacher Guide Book* includes specific and precise terms, phrasing, and statements in the teacher notes. For example, in "Concept 16: Syllable Type 3: Magic *E* (*ME*)," the notes say that students should look for the CV pattern at the end of words and syllables. It also says, "Practice decoding with syllable patterns 1-2 and syllable types 1-3." The lesson includes words for dictation like *pancake* and *plane*.
- Materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable division principles to decode and encode one-syllable or multi-syllabic words. In "Concept 69: 6th Syllable Type: Consonant-*le* (*saddle*)," the lesson in the grade 3 *Teacher Guide Book* provides a "Syllabication" section with reference to syllable division posters and a sample script. The script models how to divide the word *admit* using the syllable division principles and how to draw the syllable wall to split the syllables. It also provides a reminder to split the Consonant -*le* first and then divide the rest of the word. The sample script for syllabication gives directions like, "Find the first two vowels or vowel units. Underline and label with a *v*." The script then provides the remaining steps to separate the syllables. The word dictation part of the lesson includes a sample script for encoding multisyllabic words. The script has students pound the syllables and then write the letters known for the sounds. For example, they pound twice for the word *bathtub*, giving a pound for each syllable. Then, the teacher models by finger tapping the first syllable /*b*/ /*a*/ /*th*/ and writes the sounds.
- The materials include guidance for the teacher on applying knowledge of syllable types to decode and encode multi-syllabic words, but not explicitly. For example, in the grade 3 *Teacher Guide Book*, Concept 28, teachers are guided to introduce the final stable syllable type, consonant -*le*. However, guidance on explicitly doing so is not provided with a script, as it is with other grade levels.
- The materials include guidance for applying knowledge of syllable division principles to decode and encode multi-syllabic words, but not explicitly. For example, in the grade 3 *Teacher Guide Book*, Concept 28 instructs teachers to have students "Practice decoding with all four syllable patterns and six syllable types," but teachers are not given explicit instruction on what this should look like.

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)

- Materials include various activities and resources for students to develop, practice, and reinforce skills to decode one-syllable or multi-syllabic words (through cumulative review). Students develop skills to decode one-syllable and multisyllabic words through the "Teaching a New Concept" part of the lesson in the *Morphology+ Affixes Teacher Guide Book* where the teacher explicitly teaches the morpheme, spelling, and meaning. In "Concept 11: Prefix: re-," students learn that the prefix *re-* means *back* or *again*, and it maintains its spelling regardless of the base to which it is attached. They apply this prefix knowledge in decoding words like *recall* and *resell*. Students practice the skill by decoding and analyzing a word with the morpheme in the "Three-Part Drill" part of the lesson and highlighting words with the target morphemes in the practice passage. The materials reinforce skills through cumulative review in the daily "Three-Part Drill" routine.
- Materials include various activities and resources for students to develop, practice, and reinforce skills to encode one-syllable words (through cumulative review). Students develop skills to encode one-syllable words through the lesson's "Teaching a New Concept" part in the *Morphology+ Affixes Teacher Guide Book*, where the teacher dictates the morpheme, and students practice writing in the sand or another medium. Students practice the skill in the "Word Dictation" part of the lesson as well as the sentence dictation part of the lesson. Students write words like *recall* and *resell*. Sentences include the target morphemes and previously taught morphemes like, "Damian asked if he could rejoin our chess group."

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 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). For example, the grade 3 *Teacher Guide Book D* does not outline the syllabication routine or have a list of words for students to read. The materials provide a list of words for students to encode. Decoding occurs with the same list and sentences, and students write it first. The materials state, "For decoding, use the same words. Give students the words or have them copy the words in an interactive notebook." The materials provide reading passages for students to decode.
- The materials include various activities and resources for students to practice encoding one-syllable or multi-syllabic words using knowledge of syllable types. In *Student Spelling Book D*, the students practice these skills using a word list for rapid drills. For example, in *Student*

Spelling Book D, students practice encoding a list of words provided in each concept of the grade 3 *Teacher Guide Book*.

- The materials include various activities and resources for students to practice decoding and encoding one-syllable or multi-syllabic words, using knowledge of syllable types, in connected text that builds on previous instruction. For example, in the grade 3 *Teacher Guide Book*, the materials provide sentences for dictation.
- The materials include various activities and resources for students to practice decoding and encoding one-syllable or multi-syllabic words, using knowledge of syllable division principles in isolation and decodable connected text that builds on previous instruction. In the *Teacher Syllable Guide*, the students practice decoding and encoding skills in isolation and decodable sentences in conjunction with skills they are learning in the "Syllabication" portion of the grade 3 *Teacher Guide Book* lessons. For example, the students are given the word *muzzle* on the "Syllable Type 6: Consonant-*le*" card. Using the directions in the *Syllabication Guide*, the students practice strategies to identify and label the syllables. Students also practice encoding and decoding with sentences (e.g., in no time, the light drizzle became mixed with thunder).

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. 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 in the "Table of Contents" of grade 3 *Morphology+ Affixes Teacher Guide Book* for introducing grade-level morphemes, as outlined in the TEKS. For example, the grade 3 materials teach *non-* in Concept 20, *pre-* in Concept 13, and *-ful* in Concept 23. The resource encompasses lessons for grades 3 and beyond, including more than the recommended morphemes. After concepts on affixes, the resource also includes concepts on Latin and Greek base words.
- The materials organize grade-level morphemes in smaller batches of words that follow a common phonic or spelling pattern so teachers can provide direct and explicit instruction on a targeted group of words. The *Morphology+ Affixes Teacher Guide Book A* explains the scope and sequence design, including numerous factors, "the frequency of the morpheme, and the fact that some affixes must be taught prior to Latin bases. Lessons are arranged by affixes, Latin bases, and Greek bases. The morphemes within each lesson start with more common concepts and progressively get more challenging."

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

- The materials include guidance for the teacher to provide direct and explicit instruction for supporting the recognition of common morphemes. In the *Morphology Plus Teacher Guide (Affixes 1 of 2)*, Concept 26, the "Notes" section explicitly states, "The suffix *-ness* means *state of*. This is a derivational suffix. Words with the suffix *-ness* are usually nouns." Then, in the section "Teaching a New Concept," the teacher is provided with the following instructions, "(T) Shows the new concept card(s). (T) Tells students the morpheme(s) and meaning(s) of the morpheme(s). (T) Tells students the language of origin (when applicable)."
- The materials include guidance for the teacher to provide explicit instruction for using common morpheme meanings (e.g., affixes, roots, and base words) to support decoding and encoding. For example, in Concept 25 of the *Morphology Plus Teacher Guide (Affixes 1 or 2)*, under the section "Teaching a New Concept," teachers provide students with the opportunity to practice spelling the morpheme (encoding) as the teacher dictates the definition. The students also read a passage with the target morpheme and highlight the words that contain the skill (decoding).

The materials include guidance for the teacher to provide direct and explicit instruction for using common morpheme meanings (e.g., affixes, roots, and base words) to support reading comprehension. For example, in the *Morphology Plus Teacher Guide Book (Affixes 1 or 2)*, the students read a passage with the target morpheme under the section "Teaching a New Concept" of Concept 25. They highlight words that contain the skill and then discuss the meaning of those words. The materials note that the morpheme has more than one meaning. If it has more than one meaning, students analyze the context.

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 various activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review).
- The *Morphology+ Teacher Guide Affixes (Book A)* includes activities and resources for students to develop, practice, and reinforce grade-level morphological skills through cumulative review. The "Three-Part Drill" for morpheme concepts allows students to develop, practice, and reinforce morphological skills with a new concept through cumulative review. Students state the meaning of the morpheme(s), spell morpheme(s) on a dry-erase board, state a word containing morphemes, place prefixes, bases, and suffixes on a blending board to blend morphemes into words, and work with partners using known morphemes to create and list real words. For example, in Concept 13: Prefix: *pre-*, students develop morphological skills in the "Teaching a New Concept" section when the teacher tells students the prefix *pre-* means before or earlier. Students practice encoding and decoding as they write words like *premix* and *preheat* in the "Word Dictation" part of the lesson and read the connected text titled *Juan the*

Recording Artist. Before reading the text, students highlight words with the target morpheme, read the words, and discuss the meaning of those words.

The materials include various activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). For example, in the *Morphology Plus Teacher Guide (Affixes 1 of 2)*, under the "Teaching a New Concept" section of Concept 20, students brainstorm words that contain the target morpheme, *non-*, to develop their skills. They practice skills through activities such as reading a passage with the target skill during the "Teaching a New Concept" portion of the lesson, and they reinforce the skill by spiraling reviews of this skill (along with others) in the "Three-Part Drill" part of the lessons that follow Concept 20.

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

- The materials include various activities and resources for students to decode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). For example, in Concept 13: Prefix: *pre-*, during the "Fluency" part of the lesson, students decode words in the "Rapid Chart" (which the teacher has filled) with the target morpheme, like *preplan* and *preheat*. Students decode target morphemes in the connected text, *Juan the Recording Artist*, which includes words like *presell* and *premixes*. Before reading the text, students highlight words with the target morpheme, read the words, and discuss the meaning of those words.
- The materials include various activities and resources for students to encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). For example, each lesson in the *Morphology+ Affixes Teacher Guide Book* includes "Word Dictation" and "Sentence Dictation." In "Concept 13: Prefix: *pre-*," the materials provide five words per day with the target morpheme, like *preplan* and *premix*, for students to encode. In sentence dictation, students encode a few sentences daily, including words with the target morpheme and previously taught concepts. One sentence reads, "Juan needs to prepay for his college course."
- The materials include various 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. The materials include instructional routines, such as dictation, emphasizing encoding and decoding. For example, in the "grade 3 plus" materials under the "Teaching a New Concept" section, Step 5 asks the students to practice spelling the morpheme using the dry-erase paddle board or another medium. In Concept 5, after learning the suffix *-s/-es*, these words include *rings*, *snacks*, *crashes*, and *shops*.