

IMRA Review Cycle 2024 Report

Publisher Name	Program Name
Scholastic Inc.	Ready4Reading
Subject	Grade Level
English Language Arts and Reading	2

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: N/A
Quality Review Overall Score: 304 / 340

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

5

Indicator	Count of Flags
Alignment with Public Education’s Constitutional Goal, 2.1.1	5
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

2

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	42 / 53
2. Progress Monitoring	25 / 28
3. Support for All Learners	30 / 32
4. Phonics Rule Compliance	33 / 36
5. Foundational Skills	174 / 191

Strengths

- **3.1 Differentiation and Scaffolds:** Materials provide educators with guidance to pre-teach unfamiliar vocabular and references and implement differentiated instruction.
- **3.2 Instructional Methods:** Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- **4.1 Explicit (Direct) and Systematic Phonics Instruction:** Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- **4.3 Ongoing Practice Opportunities:** Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- **4.4 Assessment:** Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
- **5.C.2 Letter-Sound Correspondence:** Materials explicitly and systematically introduce letter-sound relationships, guiding teachers in phoneme-letter instruction with corrective feedback, while offering diverse activities for students to practice and reinforce decoding skills in both isolated and connected text.
- **5.E.1 Sound-Spelling Patterns:** Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- **5.E.2 Regular and Irregular High-Frequency Words:** Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- **5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words:** Materials systematically introduce syllable types and

division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.

Challenges

- 1.1 Course-Level Design: Materials do not outline the ELPS or include guidance to support administrators.
- 1.2 Unit-Level Design: Materials offer no supports for families in Spanish to support their student's progress.
- 1.3 Lesson-Level Design: Materials do not include daily objectives required to meet language standards in lesson plans.
- 2.1 Instructional Assessments: Materials lack instructional assessments aligned to TEKS.
- 2.2 Data Analysis and Progress Monitoring: Materials do not provide tools to assist students in tracking their growth.
- 3.3 Support for Emergent Bilingual Students: Materials do not provide

teacher guidance on linguistic accommodations.

- 4.2 Daily Instructional Sequence and Routines: Daily lessons lack immediate and corrective feedback.
- 4.4.5 Progress Monitoring and Student Support: Materials do not offer guidance on determining the frequency of progress monitoring.
- 5.B.1 Oral Language Development: Materials lack explicit guidance on developing oral language, and oracy.
- 5.D.1 Phonological Awareness: Materials do not provide a systematic sequence or explicit instruction for phonological awareness skills.
- 5.D.2 Phonemic Awareness: Materials lack explicit instruction with explanatory feedback for phonemic awareness.
- 5.E.4 Morphological Awareness: Materials do not have a systematic sequence for introducing grade-level morphemes.

Summary

Scholastic *Ready4Reading* is a K-3 online and print phonics program. The curriculum provides a comprehensive phonics program that includes a Ready4Reading Implementation Guide, Wiley Blevins Teaching Phonics that teaches foundational skills, Short Read Decodables to practice decoding skills with short texts, and Read to Know Text Sets to apply phonic skills and apply knowledge. Each lesson provides multisensory activities to help keep students motivated. Additionally, the program offers quick check assessments and 8 larger assessments to administer during the beginning, middle, and end of the year. It even contains lessons on writing letters to transfer sound to spelling. There are also many suggestions for differentiation and suggestions for how to support multilingual learners.

Campus and district instructional leaders should consider the following:

- While the program contains a TEKS correlation chart in the "Planning and Pacing Continuum" and an ELPS correlation chart called the "Correlation of Ready4Reading to Texas ELPS," these are separate documents not in each lesson which could prove difficult to use for the advanced and

novice teacher. The materials do not contain specific resources to support administrators and instructional coaches in implementing the program.

- While the product provides a "Weekly Planning and Pacing Guide," the materials do not provide specific daily lessons to support daily implementation. Navigating the product is an arduous task when trying to follow the lessons with all the different components on different printed resources and different areas in the online hub.

Intentional Instructional Design

1.1	Course-Level Design	11/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	4/5
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	1/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	2/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	2/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	2/4

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

Evidence includes, but is not limited to:

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

- The online *Implementation Guide* includes a "Ready4Reading Scope and Sequence" and can be found in the Systems Resources Digital Hub. Since the product is a grade K through grade 3 resource, the material is organized by skill, not grade level. It is organized by simple to complex concepts: alphabet knowledge, consonants/short vowels, consonant blends, review consonants and short vowels and consonant blends, consonant digraphs, long vowels, complex vowels, and further word study and special spellings. *Ready4Reading* provides a "TEKS Citation" document, which is available in the "Help" section of the Scholastic Digital Manager portal. The scope and sequence does not outline the ELPS.
- The *Wiley Blevins Teaching Phonics Program Guide* offers a suggested scope and sequence for each grade level following state standards and basal scope and sequence. For example, the suggested focus in grade 2 is building mastery/fluency with the skills taught in grade 1. The

suggested scope and sequence lists grade 2 reading foundational skills that focus on phonics and word recognition, and fluency. The material does not outline the ELPS.

- The section titled "Aligning Instructional Sequence with State Standards" states, "The teaching materials and lessons in *Wiley Blevins Teaching Phonics* will help you meet your specific state reading and language arts standards...." The charts detail a suggested scope and sequence for each grade (following a careful review of state standards and existing basal scopes and sequences). For more information on scope and sequence, see *Phonics From A to Z*, 4th ed."

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).

- A 32-week planning and pacing guide is provided and can be found under the *System Resources* in the digital resources (i.e., 165 instructional days calendar). For example, the Teacher Hub online includes a "Weekly Planning and Pacing Guide" located within the link and in the Implementation Guide.
- The grades 2–3 pacing guide gives evidence that the materials include lessons focusing on a review of grade K–1 decoding skills, phonics lessons, decodable texts, and text sets for 32 weeks of instruction.
- The weekly planning and pacing guide does not include options for varying numbers of instructional days or weeks (i.e., 180- and 210-instructional day calendars).

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

- The *Program Guide* includes a suggested sequence for teaching phonics in grade 2. The materials offer connections between the foundational skills, including phonics and word recognition, and fluency. The materials suggest the focus is "building mastery/fluency with the skills taught in grade 1, and applying these skills to increasingly larger numbers of multisyllabic words and more complex texts." The materials include the way the concepts connect throughout the scope and sequence to support student learning of all phonics skills.
- The *Wiley Blevins Phonics from A to Z* explains the rationale of lesson order and the way concepts are connected. For example, the materials explain the importance of a systematic instruction where concepts progress from easy to more complex, and include constant review and repetition. The material recommends that instruction be cumulative and build on previous lessons, as demonstrated in the text's "Scope of Skills." The materials are organized skills instead of units.
- "The material explains the rationale of lesson order and how concepts are connected as found in the Implementation Guide's Read to Know Features." The material states, "Read to Know Text Sets' aggregation of the *Ready4Reading* phonics scope and sequence combines phonics elements into coherent groupings (CVC words or long vowels with final e). Through this consolidated practice, children build skills and agility they need to become fluent readers." The material provides the rationale for the order and the way concepts are connected, as found in the *Implementation Guide: Ready4Reading Instruction*. The guide states, "Lessons

introduce sound spellings systematically." This system offers explicit and systematic instruction to help build letter-sound knowledge.

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

- Online modules (units) include an overview of the skill taught and detailed lesson templates with step-by-step directions for each objective and practice activity. Materials provide teacher guidance for each module (units) for using all materials, including texts, technology integration, language transfer suggestions, enrichment and differentiation activities, practice activities, and assessment.
- Lesson internalization protocols are provided for teachers to read through and connect the lessons to the task or assessment in sequential steps and highlighted notes. This is to enable teachers to anticipate the areas where students may need support. For example, the materials provide language transfer support for multilingual students.
- Materials explain the purpose of each step and the protocols to be followed with each lesson. Every lesson within a category follows the same template to ensure ease of use and employs the same language to establish consistency and the transfer of skills.

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

- The material provides an online implementation guide in the *Teacher Hub* and the "Ready4Reading Overview." The *Teacher Hub* and *Program Guide* describes the three core modules, assessments, and online teacher and student hubs. Materials include charts for each grade providing guidance on weak skills, decodable texts, comprehension text sets, and the grade equivalent range. These materials support teachers, administrators, and instructional coaches in adopting the program using weekly lesson implementation guides. Guidance is not provided for administrators to assist teachers with implementing the materials as designed.
- The "Ready4Reading System Language Charts for Multilingual Learners" includes a list of sound transfers and spelling matches for each of the 44 sounds of English in four key languages: Spanish, Cantonese, Vietnamese, and Hmong. The materials provide a chart of transferability to build lesson plans and interpret student work based on sound transfer and spelling match from English to student home language. The materials offer teachers a document for transferring phonics skills to support in planning and observing in the classroom. The materials do not include guidance to support instructional coaches with implementing the materials as designed.
- In the "Scholastic Digital Manager," there is a preview of the administrator dashboard. This is currently available for other publisher titles and is in the completion stages for *Ready4Reading*. There is no guidance designated specifically for administrators or instructional coaches regarding the "Scholastic Digital Manager."

Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- The materials provide background content knowledge and academic vocabulary to effectively teach phonics according to the premises of the science of teaching reading in the *Wiley Blevins Teaches Phonics Program Guide*. This is only provided in the "Weekly Instructional Routines" program guide, not at the beginning of each lesson.
- The grade 2 materials provide lessons starting with simple skills and gradually developing into complex skills, then applying previous lessons. The material offers an overview of the three core modules—phonics Lessons, Short Read Decodables, and Read-to-Know Text Sets—as well as the assessments and web-based hubs for teachers and students. The materials provide a four-part instructional framework built on a gradual release model. Ready4Reading ensures that the science of teaching reading is accessible and practical in a grades K–3 classroom.
- The *Read to Know Text Sets Teacher's Guide* provides an overview of the topic, including a video to build background knowledge and vocabulary. For example, the first text set includes three texts about the physical characteristics and processes that help big cats survive. The materials provide explicit teacher lesson plans for whole-group and small-group instructional options with recurring themes. The materials target phonics skills, vocabulary, building knowledge, increasing comprehension, and writing to respond by drawing pictures or composing sentences.
- The "Short Read Decodables Overview" demonstrates the components presented, including background knowledge and academic vocabulary. The "Short Reads Decodables Overview" provides an overview of the small-group lessons on the skills the students will practice in the texts. Materials provide teachers clarity regarding the genre, summary, targeted skill, and suggestions for multiple reading lessons with the same decodable. Materials include a "Building Background Knowledge with Informational Texts" to help students gain greater

learning about each subject. For example, materials include bulleted facts about water, butterflies, and air travel to support student learning and teacher implementation.

- The "Short Reads Decodables" provide background knowledge and guidance for teachers to help students make connections between concepts and lessons. Each decodable lesson has a guide for teachers to follow during a small group lesson. Every fifth card reviews the targeted sound spelling of the previous four lessons.

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

- The *Implementation Guide* provides a "Ready4Reading for Families" overview of the print and digital materials available for students and families to use at home. Downloadable *Read to Know* texts provide students with access to texts to read at home. The materials state, "Point out that families can refer to the 'Extra! Extra!' notes on each book's inside back cover to further build knowledge and extend book discussions." The materials suggest that families can best support their children by coaching them to blend sounds they know to read words. Materials are provided in print and digital format to support student learning at home. For example, materials are provided digitally as online videos, downloadable decodable and *Read to Know* texts, and printable activity pages for families to use at home.
- The decodable short reads include take-home cards for families in English. The materials do not contain support for families in Spanish.

Intentional Instructional Design

1.3	Lesson-Level Design	28/34
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.	24/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

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

Evidence includes, but is not limited to:

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

- Materials offer a comprehensive lesson plan that includes all materials, questions, tasks, and assessments needed to support instructional activities for each lesson. For example, the grades 2–3 phonics "Lesson R-Controlled Vowels" overview shows visuals of all materials and supplies needed as well as an articulation video, decodable text, handwriting practice, extension activity, and an audio "Letter Chant." The decodable text lesson for "Monster Mash" includes language support cards, take-home readers, decodable words, high-frequency words, and a phonemic awareness review activity. Set 15 of the *Read to Know* texts includes a phonics and word type focus, three texts, response and write resources, take-home printables, and videos.
- The *Read to Know Text Sets* include questions and tasks to build conceptual knowledge. These lessons provide explicit and systematic routines to develop grade-level skills. The lessons include modeling, guided practice, and scaffolded application. The materials do not include daily objectives. The *Read to Know Text Sets Teacher's Guide* provides detailed lesson plans that include targeted instruction in phonics and language comprehension. The materials include literacy skills such as content-area vocabulary, challenge words, reading comprehension questions, knowledge-building activities and videos, and writing for each text.

The lessons provide systematic routines, including guided practice, application, and assessment, to support students in learning the skills being taught. Materials include an oral reading rubric to gather data on children's reading progress with the texts. Materials do not include stated daily objectives for the teacher and student regarding the content and language standards of the lesson. Assessments are provided within the text sets through readiness checks, discussion questions, respond and write resources, and oral reading rubrics.

- The "Short Reads Decodables Overview" offers a detailed overview of the lesson format when teachers use the decodables. The materials include a small-group instructional routine that provides the teacher with background information, and a sequenced lesson plan for teaching with the decodables. The materials include the genre and summary, targeted phonics skills, phonemic awareness, a sound-spelling review, and practice reading decodable words in context. The materials suggest reading the texts two times. Materials are provided after reading comprehension questions and activities, including writing.
- The "Read to Know Overview" provides a detailed sample lesson plan. The lesson plans are included in the teacher resource kits. Assessments are suggested within the text sets through readiness checks, discussion questions, response and writing resources, and oral reading rubrics. The materials do not include comprehensive, structured, or detailed daily content objectives for the teacher and student.

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

- The *Program Guide* includes lesson guidance and activities, with suggested times for each part of the lesson. Materials include lesson plan templates that provide specified minutes for teachers to implement various lesson activities related to phonemic awareness and word study. Materials point out these instructional routines are research-based and create consistent classroom practices. The materials state, "This model provides educators with a framework for releasing to children in a gradual manner," meaning they offer students sufficient time to practice new concepts, then try them on their own.
- Materials contain suggestions for time considerations so that learning experiences are taught with fidelity and support students in spending sustained time developing content and skills in grade-appropriate areas. For example, in the "Program Overview," the material features 10–20 minutes of a whole-class phonics lesson and 40 minutes of teacher-led small groups with the decodable and *Read to Know* sets. A weekly planning and pacing guide for grade 2 is included on the digital platform under "System Resources."

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

- The *Read to Know Text Sets Teacher's Guide* provides an overview of the teacher and student materials needed in the lesson. Materials include an "At a Glance" page for each text set that provides information about each text used in the set and a summary of each text. Materials also include a cumulative review, whole-group and small-group instructions, and individual

lesson plans for the teacher with step-by-step instructions for implementation. Students can access digital resources for the lessons.

- The materials online in the Teacher Hub include lesson overview documents to support teachers in the needed materials/resources and help understand the intended use of the materials/resources. For example, the grades 2–3 decodable text *Who's in Rabbit's House?* overview includes phonic focus, decodable words, high-frequency words, resources for language support cards 51–60, a "Take Home Student Card," and the *Wiley Blevins Teaching Phonics* connection diphthong *oi/oy*.
- The structured, detailed lesson plans for grade 2 are found on the cards in the resources. The cards highlight the materials needed for each lesson in Step 1.
- The overview on the Teacher Hub includes a list of all digital materials, worksheets, and manipulatives. Pictures of manipulatives are included, making it easier for the teacher to ensure they use the proper materials.

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

- The "Short Reads Decodables Overview" offers a lesson template that includes opportunities to extend the discussion with appropriate comprehension questions. Materials include questions that require students to think beyond the story and support their ideas with details from the text. Materials include downloadable lesson pages, stories, and digital online games and activities that provide students with additional practice, such as homework, extension, and enrichment. Materials include take-home resources from the "Short Read Decodables" and the *Read to Know* lessons to provide extended practice at home.
- The *Wiley Blevins Phonics from A to Z: A Practical Guide*, 4th edition, recommends differentiation through above-level supports, including acceleration and enrichment. The materials state, "Children who are reading and spelling words above their level for phonics need both acceleration and enrichment to maximize their learning during each week's instruction." materials suggest placing above-level students along the phonics continuum that best meets their instructional needs by administering a comprehensive phonics survey. Materials also recommend that during whole-group lessons teachers provide challenging word sets and enrichment activities such as word sorts, word building, decodable texts, and writing extension. Materials provide a sample of above-level support, including various activities to support students in learning at their level.
- Materials provide extension activities in Step 3 of the "Phonics Lessons." For example, "Letter C" lesson offers plans that enable teachers to select activities of their own choosing: Digital Teacher-Led Activity—Sort It: Cc, Printable Learning Center Activity—Spell It Cc, Printable Independent Activity 1—I Can!, and Printable Independent Activity 2 (for advanced learners)—Soft C.

Progress Monitoring

2.1	Instructional Assessments	22/24
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	12/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	4/6
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 unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials include the intended purpose for the types of instructional assessments included. 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 contain diagnostic, formative, and summative assessments that align to the objectives of the course, unit, or lesson. Summative assessments are aligned to the TEKS. Diagnostic and formative assessments are not aligned to the TEKS. 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.

- Materials include diagnostic assessments that vary in types of questions and tasks. *The Letters2Meaning* assessment is a progress and placement test that is normed, adaptive, and digital. This assessment reports a grade equivalent (GE) score that "aligns with the Ready4Reading scope and sequence, connecting instruction across modules." The GE score provides teachers with a starting point for student placement in the program. Letters2Meaning "specifically measures a student's letter knowledge, decoding, encoding, and basic comprehension using different types of questions." This assessment is adaptive, meaning each student follows a unique progression through the test items.
- Materials include formative assessments at the lesson level that vary in types of questions and tasks. Materials provide formative assessments in both digital and printable form. For example, the students are provided the opportunity to engage in formative assessment with "e" using the SoapBox Technology. This Child-Specific Voice Technology "provides feedback and granular phoneme level reporting that parses out student data and offers teachers a

longitudinal view of student progress across decoding, automaticity, and fluency." This technology also allows the students to access their learning independently by requiring them to read into a device. An example of formative assessments in printable form is the oral reading rubric included with each review book that appears after each set of three books in the *Read to Know Text Sets*.

- Materials include formative assessments at the unit and lesson level that vary in types of questions and tasks. For example, the materials include Quick Checks with the lessons within the Teaching Phonics module. The Read to Know module includes respond and write as well as an oral reading rubric. The online Teachers Hub also offers online assessments, Letter2Meaning Assessments, Word Warmup, and Read & Record Activities.
- Materials provide summative assessments that vary in types of questions and tasks at the lesson level. For example, in the *Wiley Blevins Teaching Phonics* online module, the "Assessment" tab opens the units "Alphabet," "Phonics," and "Word Study." After teaching short vowel o lessons, the teacher can select the unit "Phonics," then select the short vowel o lesson assessment.

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

- Materials include a definition of formative assessment and its intended purpose of informing instruction, helping educators and students make adjustments, identifying misconceptions, gauging progress, and guiding instructional decisions. For example, the *Read to Know Text Sets Teacher's Guide* states, "*Read to Know Text Set* lessons offer frequent opportunities for informal and embedded formative assessment that you can use to strategically customize instruction and practice according to children's specific needs. Embedded assessment opportunities can help you monitor children's progress, determine grouping, identify needs for intervention, and identify placement and exit criteria."
- Materials include a definition of formative assessment and its intended purpose of informing instruction, helping educators and students make adjustments, identifying misconceptions, gauging progress, and guiding instructional decisions. The "Oral Reading Rubric" found in the online module *Read to Know Text Sets* defines formative assessment as a means to monitor children's progress during learning so their level of skill mastery can be identified.
- The materials include a definition of diagnostic assessments. The definition is found in the link within the "Help" and "Ready4Reading" guides in the "Scholastic Digital Manager." The definition and examples of diagnostic reading tests are included in an article titled "A2i & Diagnostic Reading Tests." The article states that diagnostic reading tests "examine component reading skills separately in order to target instruction to the specific skills the student needs" and "might assess student knowledge of individual letter sounds, sound blending, sight words (regular and irregular), vocabulary knowledge, and both literal and inferential reading comprehension levels."

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

- *The Wiley Blevins Phonics from A to Z A Practical Guide*, 4th edition, includes teacher guidance for administering different types of assessments. For example, the *Comprehensive Phonics Survey* guides the teacher through preparing the test, taking the steps needed to administer the test, and learning how to score the test. These steps help to ensure consistent and accurate administration of the assessments. The assessments are available online at the website provided under "Assessments."
- Materials include clear guidance for teachers to consistently administer the assessments included in the Ready4Reading program. For example, the Teachers Hub includes a video describing the subtests, the length of time needed for the tests, and examples of the types of questions included in the Letters2Meaning assessment.
- The materials include explicit directions to the teacher about how to administer the phonics assessment. The directions are included in the *Wiley Blevins Teaching Phonics* online module. For example, the directions for the "Phonemic Awareness" can be found on the teacher's hub.

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

- Materials do not identify the standards assessed in each unit or provide detailed TEKS-based lesson plans in the assessment. The publisher provides a TEKS alignment on the website and in the spreadsheet that aligns the TEKS with specific assessments such as the "Quick Checks" and the "Formative Assessment" used with the decodable texts. The "Assessment Overview" includes nine assessments to be administered three times a year. The assessments align with the scope and sequence, lessons, and skills, but the TEKS are not aligned with the assessments.
- The *Read to Know Text Sets Teacher's Guide* provides a formative assessment at the end of each text set. Materials offer teachers a decodable review book to assess student oral reading. After teaching the three text sets, the publisher provides a "TEKS Correlation Chart" that identifies the TEKS assessed with the review book and oral reading rubric. For example, the materials provide a consolidated review assessment of text sets 1–3 that align with 2.B.iv requiring students to decode words in context independently or with teacher support. The objectives of the lessons are not directly stated, but the publisher gives a "TEKS Alignment Chart" that states the specific standard being assessed with the review books and the Quick Checks.
- Materials provide formative assessments that align to the TEKS and to the objective of the unit or lesson. For example, the *Wiley Blevins Teaching Phonics* lesson "Prefixes" is aligned to grade 2 TEKS 2.B.vi, which states that a student is expected to demonstrate and apply phonetic knowledge by "decoding words with prefixes, including *un-*, *re-*, and *dis-*." Materials provide the teacher with a "Quick Check" that can be used as a formative assessment to provide data to determine whether a student requires reteaching of a target skill or whether the student is ready to move on to the next lesson.

- Materials provide summative assessments that align to the objective of the unit or lesson, but do not align with the TEKS. For example, the *Wiley Blevins Teaching Phonics* lesson "Prefixes" is aligned to grade 2 TEKS 2.Bvi, which states that a student is expected to demonstrate and apply phonetic knowledge by "decoding words with prefixes, including *un-*, *re-*, and *dis-*." The materials provide the teacher with a "Quick Check" that can be used as a summative assessment at the conclusion of the lesson.

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

- Materials provide instructional assessments that include standards-aligned items covering at least two levels of complexity. Materials provide formative and summative assessments that align to the TEKS and to the objective of the unit or lesson. For example, the *Wiley Blevins Teaching Phonics* lesson "Prefixes" is aligned to grade 2 TEKS 2.Bvi, which states that a student is expected to demonstrate and apply phonetic knowledge by "decoding words with prefixes, including *un-*, *re-*, and *dis-*." Materials provide the teacher with a "Quick Check" that can be used as a summative assessment. The "Prefixes" lesson's digital activities can be used as a formative assessment to provide data to determine whether a student requires reteaching of the target skill or whether the student is ready to move on to the next lesson. The digital activities include "Spin the Wheel: Prefixes" and an "Interactive Story: Reread and Discuss." Printable resources for the lesson are also available and can be used as informal assessments. The "Prefixes" lesson is also aligned with *Short Reads Decodables* and *Read to Know Text Sets* that provide informal and formative assessments.
- In the Teachers Hub, teachers can locate step-by-step directives for the lessons that include varied types of assessment tasks and questions. The Final e lesson aligned to 1.2Biii, 2.2Biii, and 3.2Aii requires students to read, spell, write, and extend their learning. Each task presents a different level of complexity. The lessons also connect to the *Short Reads Decodables* and *Read to Know* texts.

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 *Wiley Blevins Teaching Phonics Program Guide* recommends an outlined assessment schedule per grade level administered three times a year for students in grade 2. Materials include nine assessments to evaluate student's mastery of specific skills. Materials suggest students in grade 2 complete the nine assessments three times a year. The assessments include the "Comprehensive Phonics Survey" and "Word Study" assessment, which consists of 50 nonsense words to confirm a student's decoding skills. The assessment directions include instructions for recording and scoring student errors.
- The "Teacher Dashboard" in the online Teacher Hub allows teachers to monitor student data and output. Teachers can find information regarding completed texts, average fluency rates, Letters2Meaning data, and more. The teacher's help area gives guidance on how to interpret the data, including the meaning of each graph and the student's current levels of performance in grade 2.
- The *Wiley Blevins Phonics from A to Z: A Practical Guide, 4th edition*, provides scoring guidance for interpreting and responding to student assessment performance in grade 2. Materials suggest three quick diagnostic assessments: the Nonsense Word Test, the *San Diego Quick Assessment*, and the *Comprehensive Phonics Survey*. For example, the *San Diego Quick Assessment* instructs the child to read cards in sequence. The teacher records all incorrect responses. The assessment "continues until the student misses at least three words on one of the lists." The assessment helps the teacher determine the strategies the student uses to decode. In addition, the materials suggest matching classroom trade books to phonics skills as well as providing decodable books based on the instructional needs of students according to the phonics "Scope and Sequence."

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

- Materials include a SoapBox Voice Recognition Technology, which records grade 2 students' readings to provide the teacher with data about student progress. The Teacher Hub in the Scholastic Digital Manager provides the teacher with data from this SoapBox Voice Recognition Technology on student strengths, weaknesses, and/or gaps in a chart. It also gives a "Snapshot" that shows students' weekly progress on reading decodable texts and performance during the weekly activities. The teacher is provided "Look For" guidance to determine student needs.
- Materials provide guidance on using included tasks and activities to respond to trends in assessment performance in grade 2. They also include instructional strategies to respond to trends seen from the instructional assessment data, such as student achievement, mastery, and below/on/above proficiency levels. The Letters2Meaning digital assessment "provides a metric for grouping students and a way for teachers to monitor growth and progress across the school year." This assessment is given five times a year, every 6–8 weeks.

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

- Materials lack support for grade 2 students to track their progress on assessments. The teacher records the assessment data on individual score sheets, but the students do not track their own progress.
- Materials feature a "Word Warm-Up" activity for the *Short Reads Decodables* and *Read to Know Text Sets* eBooks. Grade 2 students can practice decoding target words from the text before reading and receive real-time feedback about accuracy and pronunciation. If needed, pronunciation assistance is available. However, materials do not include tools for students to track their own growth and progress.

Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	3/3
3.2b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	2/2
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	3/3

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

Evidence includes, but is not limited to:

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

- Materials provide "Differentiation: Below-Level Supports" with suggestions for differentiating and scaffolding grade-level content. For example, materials suggest the teacher "Front-Load Content," "Modify Expectations," and "Address Previous Skill Needs During Small-Group Time," in addition to listing activities and routines to support below-level readers: Blending, Dictation, Word Building, Word Sort, Word Ladder, High-Frequency Words, Reading Decodable Text, and Writing About Decodable Texts routines with "Guiding Principles" to guide teachers on using a variety of instructional modalities.
- Materials include teacher guidance for differentiated activities for students who have not yet reached proficiency on grade-level content and skills. The *Wiley Blevins Teaching Phonics Program Guide* states, "Teachers use the word work activities, learning centers, and independent practice pages to provide children with additional reading and writing practice." For example, "the *Wiley Blevins Teaching Phonics* digital activities are interactive, teacher-led digital activities that the teacher can use during whole- or small-group lessons. The activities can be used with your interactive whiteboard or tablet. The digital activities come with teacher tools that can be used with any activity." Digital activities include "Spin the Wheel," "Sort It," "Word Ladder," and "Checkers," and the teacher can use each as a reteaching opportunity for students not reaching proficiency on content and skills.
- Materials include teacher guidance for differentiated paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. For example, each of

the *Wiley Blevins Teaching Phonics* lessons provides teacher guidance for differentiation throughout the lesson. The "Alphabet Z" lesson includes a note in Step 2 for "Extra Support" differentiation. Step 3 has two notes outlining guidance for teacher support—"Front-Load Content" and "Build in Review."

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

- When students log in to their digital resource, they can watch a video prior to getting into their *Read to Know* lesson text. The video reinforces a student's background knowledge and understanding of the vocabulary prior to interacting with it in a text that helps improve comprehension.
- Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). For example, in the Ready4Reading "Implementation Guide," the Multilingual Learners section includes a vocabulary focus for each of the *Read to Know Texts*. The focus includes strategic guidance on background knowledge, vocabulary, and understanding of figurative language. Materials include these language supports in each lesson to build comprehension and promote the enjoyment of reading.
- Lesson plans include the practice of front-loading vocabulary words before reading. Teacher-guided questions about vocabulary and routines for students to interact with the words are included. Materials provide instruction for figurative language in the *Read to Know Text Sets*. Materials also provide opportunities for students to interact with partners and the text using academic vocabulary.

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

- Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. For example, the Ready4Reading "Implementation Guide" states that teachers can use the Student Performance: Phonics Activities data from students using the Student Hub with each of the phonics lessons. Students who register in the "Applying" ranges may need an advanced text set or card to challenge them.
- Materials include teacher guidance for extension activities for students who have demonstrated proficiency in grade-level content and skills. For example, each of the *Wiley Blevins Teaching Phonics* lessons provides teacher guidance for extension activities at the conclusion of the lesson plan. In the "Alphabet Z" lesson under "Extend Letter Knowledge," the following activities are listed: Digital Teacher-Led Activity—Checkers: Zz, Printable Learning Center Activity—Go to School, and Printable Independent Activity—Connect the Dots.
- Materials include teacher guidance on ways to enrich, extend, or differentiate instruction for students who have demonstrated proficiency in grade-level skills. For example, materials include lesson extension activities in each phonics lesson. The extension activities include a

digital teacher-led activity, a printable learning center activity, and a printable independent activity. The use of these extension activities can help meet the specific needs of students or help ensure mastery.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- Materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly. For example, the "Teaching Phonics Short O" lesson plan is divided into a lesson overview and five steps. Step 1: Develop Phonological Awareness—the teacher is provided a script to teach the skill. For example, "Listen to each word I say. If you hear /o/ in the word, say /o/. Here we go (pause after each word for children's response): *fog, rock, top.*" Step 2: Model Blending—write the words *hot, mop, and box* on the board. Model blending the words sound by sound. Run your finger under each letter as you say the sounds." Each step of the lesson includes directions to effectively communicate, explain, and model the skill or activity.
- Materials include guidance and prompts to support the teacher in modeling the concepts to be learned explicitly. For example, each of the *Wiley Blevins Teaching Phonics* lessons provides teacher guidance and prompts for modeling concepts explicitly throughout the lesson. The "Alphabet Z" lesson offers guidance on how to model the sound of the letter Z. The explicit prompt supports the teacher in explaining how the sound is made (teeth closed, throat vibration). Other teacher modeling supports for this lesson include an articulation card, mirrors, and a video of the sound production.
- The *Wiley Blevins Teaching Phonics* lessons include prompts and guidance for explicit instruction from the teacher modeling instruction to the student completing tasks. Instruction is explicit. The Prefix lesson includes the following example: "Model: Say a word—*best*. Guide children to change the beginning sound: Change /b/ to /t/ in *best*. What's the new word? (*test*) Say another word: *sad*. Guide children to change the ending sound: Change /d/ to /t/ in *sad*."

What's the new word? (*sat*) Next, say another word: *ship*. Guide children to change the middle sound: Change /i/ to /o/. What's the new word? (*shop*)"

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

- Materials include teacher guidance and recommendations for effective lesson delivery by using more than two instructional approaches. Materials provide recommendations for active student participation and experimentation. For example, each of the *Wiley Blevins Teaching Phonics* lessons provides opportunities for students to be actively involved. In the "Alphabet Z" lesson, students become actively involved in Step 1 when using the sound boxes and counters and when using the digital handwriting practice activity. In Step 2, students use the magnetic letter tiles and tray and the Picture-Sound Sort digital activity. In Step 3, the teacher shows the connection to reading for the student by using the storybook, which can be accessed both digitally and in print.
- In the Teacher Hub, the teacher can see all the options for students to interact with a concept on the digital platform. Students have access to these activities as well. The teacher can utilize the lesson in the hub to determine when and how students should complete the activities. Many of the activities can also be performed with printable activities or manipulatives.
- Materials include instructions to support the teacher in providing effective lesson facilitation through various engaging instructional strategies. For example, the *Read to Know Text Sets* provide tasks that allow active participation throughout the lesson. In Set 11, the "That's My Job" lesson provides a mixture of whole- and small-group instruction options. In the "Get Ready to Read" section, the students play the "Are You Ready?" in which they segment words with *r*-controlled vowels. Then they move on to reviewing high-frequency words from within the text. Students first read the words, then use the word in a sentence, and finally identify known and unknown parts of the word. Each lesson also includes a short video that focuses on the vocabulary within the text. Each part of the *Read to Know Text* lesson is designed to be varied and engaging to reach all learners.

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.

- Materials support more than two types of practice to achieve effective implementation. Each of the *Wiley Blevins Teaching Phonics* lesson plans provides various options for students to practice and apply the concepts learned. For example, each lesson uses different types of manipulatives, print activities, digital activities, and game boards, which are also included in the kit.
- The *Wiley Blevins Teaching Phonics* digital activities included in the program are interactive, teacher-led digital routines that can be used during whole- or small-group lessons. For example, "Sort It" is an interactive student activity for students to arrange items into columns.

The directions recommend that the teacher explain what the students do during the interactive activity. For example, "Tell children that they are going to sort items into columns." The materials suggest that the teacher divide the students into teams and use a scoreboard to make the activity competitive. The materials also suggest students make word cards to sort in open and closed arrangements and place them in a learning center to explore during independent work time. The materials include multiple ways to engage students in collaborative and independent practices.

- Materials include recommended structures to support effective implementation. Materials provide instructions for teachers to teach the routines necessary to achieve effective implementation of different types of practice. Each of the three program modules follows a sequential routine for each lesson. The *Wiley Blevins Teaching Phonics* teaching structure is designed to develop phonemic awareness, introduce sound spelling, model blending, blend words, teach high-frequency words, build words, sort words, spell words, and connect to reading and fluency. The *Read to Know Text Sets* teaching structure is "Get Ready to Read," which covers phonemic awareness, checking the readiness of target skills, and introducing/reviewing high-frequency words. With "Build Knowledge & Vocabulary" students view the Watch & Learn video, build content-area vocabulary, and form knowledge connections prior to reading the text. The teaching structure for the *Short Reads Decodables* recommends that students revisit the alphabet before reading; then embark on a first and second reading; next, after reading is over, write from dictation; and finally write about reading.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	9/11
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.	1/1
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	8/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

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

- Materials do not provide linguistic accommodations for various levels of the ELPS. However, materials offer multilingual support for language transfer, vocabulary support, and multilevel support, such as graphic organizers and background knowledge/vocabulary-building videos in Spanish.
- The *Wiley Blevins Phonics from A to Z: A Practical Guide*, 4th ed., provides teacher guidance on "Phonics and the Multilingual Learner: Guiding Principles." The author states, "With the dramatic increase of multilingual learners in our nation's classrooms, most teachers are busy searching for special techniques and materials to help these children learn the sound-spelling system of English and/or quickly transfer their native language skills to their new language." Materials indicate multilingual students need explicit instruction in how English works and how to transfer their existing skills into English. Materials provide 10 guiding principles for

teachers to consider in planning phonics instruction to support multilingual learners. For example, "Principal 1: Connect phonics and vocabulary instruction" suggests providing a "Word of the Day" and telling students to clap and say the word every time they hear it throughout the lesson. Materials indicate the teacher provides visuals in a picture card and shows the actual object if possible so students may interact with the "word." Materials do not include teacher guidance on providing linguistic accommodations for various levels of language proficiency (as defined by the ELPS), which are designed to engage students in using increasingly more academic language.

- The guidance for *Assessing Multilingual Learners* in Phonics directs teachers in providing linguistic accommodations to multilingual learners as they are assessed for phonics proficiency. There is no clear connection to the ELPS.

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

- Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The materials provide information for teachers of emergent bilingual students, such as one-pagers. These materials include language charts, breakout boxes for students of various dialects, etc. For example, in the teacher's hub you can access the "Ready4Reading System Language Charts For Multilingual Learners."
- The Wiley Blevins Teaching Phonics grade 2 lesson "Digraph *th*" contains breakout boxes for multilingual learners vocabulary support. For example, the differentiation box states, "Decodable High-Frequency Words: To support children with additional words to practice reading and writing, uses the following decodable high-frequency words, as these will have the most immediate impact on student reading and spelling growth: *this, that, thing*." The second box labeled Multilingual Learners states, "Vocabulary Support: During small group time, introduce and/or reinforce the meanings of a few words from the Blend Words activity, such as *path, moth, them, they, thank, think*. Use actions, pantomime, drawings, pictures, and simple definitions in both English and the child's home language (using a translation app, if needed)."

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.

- Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making crosslinguistic connections through written discourse. For example, in the *Read to Know Text Sets Teacher's Guide*, each lesson has a "Language Support" section. The lesson plan for Text Set 2, Book 1, provides the following suggestion: "Read the second sentence on page 4, emphasizing the phrase 'pretty early.' Explain that the word *pretty* usually means 'nice-looking.' In this sentence, the word *pretty* means 'very.' 'Pretty early' means "'it's very early in the morning.'"

- The *Language Chart for Multilingual Learners* provides a resource for teachers and students to connect the English language to a student's native language. This is one way for students and teachers to make crosslinguistic connections and build background knowledge that will improve comprehension and academic vocabulary.
- Lessons in the *Wiley Blevins* phonics program include breakout boxes explaining ways to support multilingual learners. It is embedded in the instruction rather than separate. In the "silent e" lesson, the teacher is instructed as follows: "During small-group time, introduce and/or reinforce the meanings of a few words from the Blend Words activity, such as *vet, sled, tent, sell, bet, beg*. Use actions, pantomime, drawings, pictures, and simple definitions in both English and the child's home language (using a translation app, if needed)."

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

- Materials do not provide linguistic accommodations for various levels of the ELPS. Materials offer multilingual support for language transfer, vocabulary support, and multilevel support, such as graphic organizers and background knowledge/vocabulary-building videos in Spanish. Implementation guidance is evident to support teachers in effectively using materials in state-approved bilingual/ESL programs. The "Multilingual Learners" chart states, "Multilingual learners (MLs) need meaningful opportunities to transfer their home language skills into English. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making crosslinguistic connections through oral discourse."

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- Materials include systematic and sequenced instruction of phonics skills. For example, the "Weekly Planning and Pacing Guide" is provided in the downloadable *Ready4Reading System Weekly Planning and Pacing Guide*. This guide demonstrates that phonics skills increase in complexity as the year progresses. The guide provides a continuum of the phonics skills week by week. The guide shows that grades 2 and 3 begin with a consolidated review of grades K and 1 decoding skills for the first 12–13 weeks of the school year. The remainder of the phonics instruction is spent on word study and special spellings, which include the consonant *-le*, common syllable patterns, common suffixes, and common prefixes. The Ready4Reading instructional materials show how students should progress from simple ideas like letter-sound knowledge to decoding in actual books. The science behind the scope and sequence is detailed and easy to follow for teachers. The sequence creates a way for students to consistently progress through learning, with the lessons compounding on one another. The "Pacing Guide" provides consistent review and assessment opportunities every 4 or 5 lessons.
- The *Read to Know Text Sets Teacher's Guide* includes a section called "Supporting Children in Bridging from Decodables to Complex Text," which states how the scope and sequence is developed and organized in a way that "supports children in applying essential phonics skills in a variety of ways." The sequence includes texts that "guide children to cumulatively apply and reinforce the decoding skills they are learning." The scope and sequence start with consonants and short vowels and conclude with texts that have multisyllabic words with

morphemes. The sequence is easy to follow for educators. The *Ready4Reading Weekly Planning and Pacing Guide* gives a scope and sequence for the full curriculum grades K–3. This scope and sequence shows what module components should be used each week to ensure clear alignment and connection across the components. It also provides a way for educators to learn how to use *Wiley Blevins Phonics*, *Short Read Decodables*, and *Read to Know Text Sets* together: Transferring knowledge from one module to another involves a progression from simple phonics to decodables to a full book.

- Materials include systematic and sequenced instruction of foundational skills. For example, the *Wiley Blevins Teaching Phonics Program Guide* outlines the program's foundational reading skills instruction. Foundational reading skills in grade 2 follow a progression from simple to complex concepts and build the prerequisite strengths that students need to read more complicated words throughout the year. The skills continuum includes the following: phonics, word recognition, and fluency.

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

- Materials include explicit opportunities for phonics and foundational skills. The *Wiley Blevins Teaching Phonics* lessons provide teacher-led phonics instruction that clearly and specifically teaches a skill through concise explanation, modeling, practice, and feedback. The phonics lessons follow the gradual release of responsibility format. For example, in the grade 2 "Plurals" lesson, the teacher introduces the new skill orally through phonological awareness by adding initial and final sounds and modeling how the phonics are made. Then, the teacher provides an explanation by using more modeling, and practicing the skill through the following ways: writing the word with the new suffix, blending words before students practice with an activity, introducing high-frequency words, and reinforcing the new skill with the building words activity. The final steps of the lesson include an opportunity for students to spell words with the new target skill, connect to reading with the interactive story, and practice fluency. The entire process follows the gradual release of responsibility as well as purposeful feedback throughout the lesson.
- Materials include opportunities for phonics skill instruction that explicitly teaches a skill through concise explanation, modeling, practice, and feedback. Lessons follow the gradual release model. For example, in grade 2, each lesson begins with developing phonemic awareness by explicitly teaching sound spelling. The lesson continues with word blending, building words, word sorting, spelling words, and connecting to reading with the *Short Reads Decodables*. The lessons include articulation videos and printable and digital activities and games available. Students apply new phonics knowledge and practice previously learned phonics skills daily.

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

- The *Wiley Blevins Teaching Phonics Program Guide* includes practice of phonics skills in isolation. For example, the detailed "Teaching Phonics" lesson plan for teacher-led phonics

instruction provides opportunities for students to use letter tiles, sound-spelling boxes (Elkonin boxes), and a digital activity for building words. The *Short Reads Decodable Texts Teacher's Guide* provides an example of a lesson included in the "Power Up Card 4" for practicing grade 2 phonics skills. The students practice long vowel pairs in isolation and in the decodable text. For example, the teacher writes *stay, hear, blue, deer, deep, and toad* on the board. Students look for the rhyming words and the words that name colors. Then the students read decodable texts with long vowel pairs.

- Materials include the practice of phonics skills in isolation. For example, in the *Wiley Blevins Teaching Phonics* "Digraph *wh*" lesson (which is suggested as an early grade 2 review lesson), student materials include using sound boxes with counters, magnetic letter trays with tiles, and online activities with the target sound of the lesson. "Step 2" of the lesson includes blending words with the "*wh*" sound, both in print and digitally. "Step 3" of the lesson introduces high-frequency words, and students gain the opportunity to build more "*wh*" words on the magnetic tray with letter tiles, read the word, and then write the word while saying it. In "Step 4" of the lesson, students sort, write and spell "*wh*" words. Then a built-in review follows during which students write and spell words and sentences, using the sounds and graphemes previously taught, as well as the target sound and grapheme of this lesson.
- The "*Wiley Blevins Teaching Phonics Lesson Long a*" provides teacher-led instruction for students to practice long *a* sounds, as in *train*, in isolation and then in a decodable text. Materials provide sequential steps for students to practice long *a* in isolation. In "Step 1," students use the "Articulation Card /l/" to practice making the sound, and a sound box and counters to practice blending /*a*/ words and sounds. Materials provide digital and printable activities for students to practice long *a* sounds in isolation. These include word sorts, word-building activities, and "Quick Checks." For example, students learn to build long *a* words in "Step 3" as the lesson plans state, "Have children use the Magnetic Letter Tiles and trays to build the following words in sequence: *pay, lay, play, plain, pain, rain, train, strain, stain, stay, say*. Then have them work on the digital or print 'Build Words: Long *a*' activity." Materials provide students with practice in context during the "Connect to Reading" lesson. The directions state, "Use the digital or print 'Interactive Story: Let's Play!' Read the story with children several times. Model blending, as needed. Then have children independently complete the questions and prompts. Have children reread the story multiple times for fluency."

Materials include opportunities for cumulative review of previously taught skills.

- Materials include opportunities for cumulative review of previously taught skills. This is accomplished by connecting previously taught phonics skills to new ones. For example, each component of the *Wiley Blevins Teaching Phonics* lessons includes a "Build in Review" in the "Spell Words" section. The grade 2 "Plurals" lesson "Build in Review" states, "Use cumulative spelling sentences to monitor children's spelling growth. See the sentences below. In addition, periodically review their writings, such as in their writing notebooks, and take note of words with previously taught phonics skills that they are not consistently and accurately spelling. Add these words to future dictation activities." In this lesson, one of the sentences

the teacher dictates includes: "My cats like boxes." When writing this sentence, students use the new phonics skills learned as well as previously taught skills.

- Materials provide opportunities to review previously taught skills by connecting these to new ones. For example, the grade 2 *Teaching Phonics* long *u* lesson includes a "Cumulative Review" in the "Model Blending" section as well as "Build in Review" in the "Spell Words" section. The "Cumulative Review" lesson states, "Add *u*, *u_e*, *ew*, and *ue* to your spelling card set to review previously taught sound-spelling. This will aid in mastery." The "Build in Review" section recommends that teachers "use cumulative spelling sentences to monitor children's spelling growth.
- Materials include opportunities for cumulative review of previously taught skills. The *Wiley Blevins Teaching Phonics* curriculum offers an abundance of opportunities for cumulative review of this through both traditional workbook pages and online interactive practice in the form of games and interactive workbook pages. Each lesson provides digital activities and an interactive story that includes the target phonics skill and a review of previously taught skills. For example, in the grade 2 "Plurals" lesson, the digital activities include: "Sort It: Plurals" and the interactive story "One Too Many." The resources that can be printed for student use include: "Quick Check: Plurals," "Printable Learning Center Activity: Plurals," "Printable Independent Activity: Plurals," "Blend Words: Plurals," and "Interactive Story: One Too Many." The *Read to Know Text Sets* linked to this lesson are also accessible digitally and provide a cumulative review of phonics skills as well.

Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	6/8
4.2a	Daily lessons include explicit (direct) instruction with teacher modeling.	1/1
4.2b	Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.	1/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	4/4

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

Evidence includes, but is not limited to:

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

- In both the hard and digital copy of the *Wiley Blevins Phonics* lessons, teachers are given very explicit instructions on what to say while modeling for students. In step 1 of the "Word Study" lesson, the materials direct the teacher as follows: "Say a word: *mat*. Guide children to say the word without the beginning sound: /m/. Ask: 'What's the new word?' (*at*) Next, say another word: *same*. Guide children to say the word without the ending sound: /m/. Ask: 'What's the new word?' (*say*).".i.e., "Day 1," "Day 2"..), but based on the recommended time allotment for direct phonics instruction and small group, each "step" is the equivalent of one day. This provides a clear framework for teachers to follow, ensuring consistency. The students benefit by having a clearer understanding of the expectations through modeling.
- Materials include modeling with explicit instruction using academic language and scaffolding learning to previous learning. For example, the grade 2 digraph /ch/ lesson provides an overview of the lesson and is broken down into steps for the teacher to follow. "Step 1" focuses on developing phonemic awareness using sound boxes and counters, the articulation card for /ch/, and the teacher modeling oral blending and segmenting /ch/ words. "Step 2" focuses on modeling how to blend words, with the addition of a cumulative review of previously taught skills. Both steps rely heavily on teacher modeling, use academic language, and build on previous lessons.
- The lessons include specific and precise terms, phrasing, and statements that teachers can use daily during core instruction to model new phonics skills. For example, the grade 2 lesson for long /u/ gives specific phrasing and terminology to use with the students to model the correct articulation of the long /u/ sound: "Model how to make the /yoo/ sound in the cube. Place the back of the tongue in the middle of the mouth. The lips are rounded."

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

- The *Wiley Blevins Teaching Phonics* materials include opportunities for explicit and guided instruction but only limited opportunities for immediate and corrective feedback in each step of the lesson. Explicit and guided instruction is provided throughout each step of the lesson. For example, the "Teach High-Frequency Words" states, "Introduce the following high-frequency words using the Read/Spell/Write/Extend routine: *with, has, play, of.*" The materials state, "Write the word in a context sentence, underline it, and read it aloud (e.g., 'We have a lot of fun.'). Have children repeat. Then ask children to orally segment the word. Say: 'Tell me the sounds you hear in 'of.'" (/o/ /v/) Then highlight the irregular spellings that children need to remember. Say: 'The first sound in 'of' is /u/.' In this word, we spell the /u/ sound with o. The final sound in 'of' is /v/. In this word, we spell the /v/ sound with f. Underline, highlight, or draw a heart above these parts of the word that have to be remembered 'by heart.'" "Corrective Feedback" is designated in the "Blend Words" section of the lesson. For example, in the "Blend Words" digraphs *ph* lesson, the materials include "Corrective Feedback" by stating, "Provide corrective feedback as needed. Point to the missed sound-spelling and state the spelling and sound, blending the word again. Then have children blend the word."
- Materials include opportunities for explicit guided instruction using specific terms and phrasing. For example, each phonics lesson has the section "Blend Words." In the grade 2 long and short /oo/ lesson, the materials prompt the teacher to "Add *oo, ue, and ew* to your spelling card set to review previously taught sound-spellings. This will aid in mastery. Have children chorally say the sound for each letter or spelling as you display each card." The material does not provide daily immediate and corrective feedback.
- Materials do not include daily lessons with opportunities for immediate feedback because the phonics lessons are not set up as a daily "Scope and Sequence"—they are weekly. Materials do not include formatted text to distinguish between scripting for teachers and potential student responses. The *Wiley Blevins Phonics A to Z Phonics Guide* gives some instruction on how to "provide feedback" during reading. It tells teachers: "Target your feedback on reinforcing any missed sound-spellings in the word. State the missed sound-spelling, have children repeat, then guide them to use the correction to re-blend the word. Children then reread the sentences with the word correction before moving on." This instruction is available as general information, but it is not present in the steps or weekly lessons.

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

- Materials provide lessons that include at least two different types of opportunities for students to practice through collaborative learning. For example, the *Wiley Blevins Teaching Phonics* "Diphthongs -oi, oy" lesson, "Step 4: Sort Words," states to teachers: "Use the digital or print 'Sound-Spelling Word Sort: Diphthongs -oi, oy' activity and have children work with partners to sort the words by their sound-spellings." The *Short Reads Decodables* linked to the "Diphthongs -oi, oy" lesson provide an opportunity for collaborative practice as well. Both the

"First Reading" and "Second Reading" state the following to teachers: "Invite children to take turns reading to a partner. Listen to children read, and give help as needed."

- The *Wiley Blevins Teaching Phonics* lessons offer a "Weekly Planning and Pacing Guide" that includes a variety of opportunities for students to practice through collaborative learning. Materials provide guided activities for students to collaborate during the lesson. For example, the grade 2 lesson "*r*-Controlled Vowels—*er, ir, ur*: Blend Words" suggests to teachers: "Children can then use the lists for further independent practice. Assign partners to read the word lists during independent work time while you meet with small groups. Have children complete the Do More! activities, one per day." Materials also prompt teachers to provide opportunities for students to sort words as follows: "Use the digital or print 'Sound-Spelling Word Sort: *r*-Controlled Vowels—*er, ir, ur*' activity and have children work with partners to sort the words by their sound-spellings." Materials include a variety of opportunities for students to practice through collaborative learning and independent practice.
- The *Wiley Blevins Teaching Phonics Program Guide* breaks each weekly lesson down into steps. Based on the recommended time allotted each day for phonics, the steps are the equivalent of what is done daily. The steps include options for small and whole-group instruction that involves collaborative discussion, partner reading, word sorts, and digital activities that can be completed cooperatively or independently. Each day's work involves a collaborative component, but not always an independent component. Materials recommend that in "Step (day) 2," students "practice reading the word lists with partners." This step also includes an opportunity for independent practice through the "Do More!" activities and is another daily chance for independent practice.

Phonics Rule Compliance

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

The materials include intentional cumulative review and practice activities throughout the curriculum. Materials include practice opportunities that 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.

- Materials include cumulative review and practice activities throughout the curriculum. For example, the Ready4Reading System *Weekly Planning and Pacing Guide* includes cumulative review weeks during which no new skills are explicitly taught but previously taught skills are reviewed and practiced. For example, the guide proposes grade 2, week 15, as a review lesson.
- Materials include intentional practice and a review of decoding and encoding using previously learned and newly learned phonics throughout the year. For example, the *Read to Know Text Sets* include a review book after every three text sets. "Review Book 4: The Case of the Missing Scarf" is an example of a cumulative review of decoding and encoding in week 7 of grade 2 in the *Weekly Planning and Pacing Guide*. The "At a Glance" overview of this review book clarifies for teachers: "Review Book 4, 'The Case of the Missing Scarf,' offers a consolidated review of the targeted phonic elements from Text Sets 10–12. This review book can be highly useful as a means of formative assessment, as it can help you evaluate children's facility with skills they've been learning and practicing so that you can assess mastery and determine needs for additional support." Students have the opportunity to practice decoding previously learned skills while reading the text. Students practice encoding when responding to the text, using the "Respond and Write: The Case of the Missing Scarf" that is included with this review lesson.
- The *Wiley Blevins Teaching Phonics* digital activities are interactive, teacher-led activities that can be used during whole-group or small-group lessons. The activities provide a cumulative review of decoding and encoding skills in a game-like format. The interactive activities include "Spin the Wheel," in which players spin the spinners and read the words. Other digital activities include "Concentration," "Sort It," and "Word Ladders."

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

- The *Wiley Blevins Teaching Phonics* lessons provide practice opportunities in the materials, which include only phonics skills that have been explicitly taught. For example, the grade 2 lesson "*r*-Controlled Vowels—*er, ir, ur*" provides teacher-led explicit instruction and practice opportunities for students. Materials provided a systematic step-by-step lesson plan for teaching and learning the *r*-controlled vowels in the lesson. Students are provided opportunities to learn and practice through oral segmentation and blending, blending words, building words, learning high-frequency words, word sorts, spelling, reading decodable texts, and building fluency with this phonics skill. For example, the "Step 2: Blend Words" part of the lesson suggests to teachers: "Use the digital or print 'Blend Words: *r*-Controlled Vowels—*er, ir, ur*' activity to have children chorally blend the words on each line. Model the first two words: *hut* and *hurt*. Ask: 'What do you hear that is different? What do you see that is different?' Emphasize the difference between the short u and /ûr/ sounds and spellings. Then point to each word, say 'whisper-read' as children quietly blend the sounds, then say 'all together' as children chorally read the word."
- The *Short Read Decodables* lessons give an overview of the types of words that are included in the decodable. The "phonics focus," "decodable words with targeted sound-spelling," and "phonemic awareness and sound-spellings reviews" are related to skills that have been explicitly taught. The information also includes high-frequency words. Texts that use only the explicitly taught phonics are more accessible to students and allow them to operate independently within the text.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The *Short Read Decodables* for the grade 2 overview section not only addresses the current focus phonics skill for the week but also includes high-frequency words and previously taught skills. The overview shows which phonemic awareness skills and sound spellings are reviewed in the material. For example, in "The Big Red Yarn," students will review /ks/ spelled *x* and /t/ spelled *t*.
- The *Short Read Decodables* overview section not only addresses the current focus phonics skill for the week but also includes high-frequency words and previously taught skills. The overview shows which phonemic awareness skills and sound spellings are reviewed in the material. For example, in "The Big Red Yarn," students will review "/ks/ spelled *x* and /t/ spelled *t*."

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

- Materials provide lessons that include an instructional focus with opportunities for practice in isolation. After explicit instruction about a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in isolation. For example, the *Wiley Blevins Teaching Phonics* "Prefixes" lesson provides a "Quick Check" in "Step 5." The

"Quick Check" allows students to practice reading words with the target sound-spelling pattern in isolation. The digital "Spin the Wheel: Prefixes" also allows students to practice decoding words with the target sound spelling in isolation.

- Materials provide lessons that include an instructional focus with opportunities for practice in connected text. After explicit instruction about a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in isolation. For example, the *Wiley Blevins Teaching Phonics* "Prefixes" lesson contains a link to the *Short Reads Decodables* text "The Perfect Muffin," which allows students to practice identifying words with the target sound-spelling pattern in connected text.
- The *Short Read Decodables Teacher's Guide* provides phonics skill practice before reading the decodable text. Included are "listening," "blending," "segmenting," and "manipulating sounds" activities as well as a list of high-frequency words that are completed before reading the decodable. In "Knock! Knock!" students practice the silent letters *kn*, *wr*, *mb*; and long vowel spelling patterns *ild*, *ind*, *ol*, *ost*. Students begin with practicing sound spelling and reading decodable words with the spelling pattern, then delve into the decodable texts with clear instructions for what to do during each reading.

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.

- Materials include a variety of assessment tools that are developmentally appropriate. For example, the grade 2 "digraph *ph*" lesson contains several formative assessments that are aligned with the lesson and developmentally appropriate. The digraph *ph* "Quick Check" and "Spell Words" both provide data to determine mastery of the lesson.
- Materials include a variety of developmentally appropriate assessment tools. For example, the *Read to Know Text Sets* book *Slime!* includes "Building Comprehension" questions to use after the second reading. These include: "Why do you think the author wrote this book?" and the "Respond and Write" resource. Both resources, in conjunction with the text reading, provide a variety of developmentally appropriate assessments to determine mastery of the taught skills.
- Materials for grade 2 include assessments in a variety of formats to measure student learning and determine the next steps for instruction. For example, the *Read to Know Text Sets* provide an "Oral Reading Rubric" with each "Review Book" to guide the teacher in monitoring student progress during the course of learning. The *Short Reads Decodables Overview* recommends that the teacher use the "Review Card," which is every fifth card, as formative assessment, by noting the specific phonics needs of the student reading on the provided "Oral Reading Rubric." Materials provide the teacher feedback about the students' fluency and mastery of the targeted sound spellings in each lesson through the "Read & Record" component of the lessons. This is the place where students read aloud and record short excerpts from texts they have just read.
- The *Wiley Blevins Teaching Phonics Program Guide* includes assessments in a variety of formats, including recommended assessments administered three times a year: beginning of the year, middle of the year, and end of the year. These assessments can be administered to

adjust pacing, planning, and instruction as needed. These assessments evaluate a student's mastery of skills and can also be used as a diagnostic assessment to place students in the scope and sequence of lessons. For example, the "Complex Vowels," "Word Study," and "Comprehensive Phonics Survey" assessments can be administered in grade 2, at the end of the year.

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

- The *Wiley Blevins Teaching Phonics Program Guide* includes clear, consistent guidance to help the teacher accurately administer the nine assessments listed in the "Recommended Assessment Schedule." The grade 2 beginning of the year "Assessment Directions: Consonants Blends and Digraphs" provides instructions for preparing the assessment and the parts of the assessments. For example, in the "Consonant Blends and Digraph Assessment: Word Reading," the assessment is given three times a year: beginning of the year, middle of the year, and end of the year. The teacher is instructed to start by displaying the "Consonant Blends and Digraph Assessment: Word Reading." Students point to 20 words containing consonant blends and digraphs. Students are then asked to point to each word and read it aloud. The teacher records the students' responses by circling the correct responses and indicating the number of errors on the "Individual Scoring Sheet," noting the speed.
- Materials include clear directions for the accurate administration of assessments. For example, specific instructions are given for the administration of the "Comprehensive Phonics Survey: Directions" for the grade 2 "BOY, MOY, and EOY" lesson. Directions are also provided to the teacher for preparing the test: "This assessment consists of 50 nonsense words to confirm students' decoding skills. Some students do well on real-world tests of phonics due to their wide sight-word knowledge yet struggle when applying those same decoding skills to new words. The nonsense-word test accounts for this and assesses true decoding application. Administer this assessment as a follow-up to the real-word tests, especially for students who do okay on these assessments but seem to struggle decoding while reading. 1. Display the 'Comprehensive Phonics Survey: Nonsense-Word Reading' (Sections A–E). 2. Have children point to each word and read it aloud. Circle each correct response. Record the child's errors to use for error analysis (for example, *smend* for *send*). Record the number correct and note the speed in the boxes on the 'Comprehensive Phonics Survey: Individual Scoring Sheet.'"

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

- The *Read to Know Text Sets* lessons include progress monitoring tools that systematically and accurately measure students' acquisition of grade 2 phonics skills for variant vowels such as *ue*, *ew*, and *au*. For example, "Readiness Checks" in the "Get Ready to Read" activity monitor student's preparedness for the targeted elements in the text set. The activity in "Text Set 12: Cooking Science" is a game called "Choose Two," which requires students to identify words with the same sounds. The teacher models the activity, and then students play the game. The teacher observes to determine if additional support is needed and to inform the grouping of

this decision. Materials state, "Use observations from this activity to determine needs for additional support and inform grouping."

- The *Wiley Blevins Phonics from A to Z: A Practical Guide*, 4th ed., recommends using a "Nonsense-Word Test" beginning in grade 2. The author states, "This type of assessment relies on a child's decoding abilities to figure out unknown words and eliminates the risk of decoding using sight-word knowledge." The assessment provides directions for preparing the assessment materials and administering and scoring the assessment. The teacher counts the total number of words, looking for patterns that give information about the student's decoding skills to plan lessons based on instructional needs.

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

- Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools. The *Wiley Blevins Teaching Phonics Program Guide* includes recommendations for formally assessing students at least three times in a school year: beginning of the year, middle of the year, and end of the year. The recommended assessment schedule, including the subtests for grade 2, appears as follows: Beginning of Year: "Phonemic Awareness," "Short Vowels," "Consonant Blends and Digraphs," "Long Vowels," "Complex Vowels," "Word Study," and "Comprehensive Phonics Survey;" Middle of Year: "Long Vowels," "Complex Vowels," "Word Study," and "Comprehensive Phonics Survey;" and End of Year: "Complex Vowels," "Word Study," and "Comprehensive Phonics Survey." Materials also include embedded assessment opportunities throughout the lessons to determine if children are making adequate progress with the instruction provided. For example, the "Quick Checks" offered in the *Wiley Blevins Teaching Phonics* lessons and the "Oral Reading Rubrics" provided in the *Short Reads Decodables* and *Read to Know Text Sets*.
- Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools. Materials offer a sufficient number of progress monitoring assessments to assess students, if needed, on a weekly or every two-week basis. For example, the *Wiley Blevins Teaching Phonics* grade 2 lessons provide "Quick Checks," which are two-minute fluency reviews of the targeted sound-spelling pattern of the current lesson. The *Short Reads Decodables* and *Read to Know Text Sets* both offer an "Oral Reading Rubric" to guide the teacher in monitoring student progress. Each text in the *Read to Know Text Sets* provides a "Respond and Write" activity that can guide the teacher in monitoring student growth.

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	5/6
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.	1/1

The materials include data-management tools for tracking individual student progress, to make appropriate instructional decisions to accelerate instruction. Materials include data-management tools for tracking whole-class student progress, to analyze patterns and needs of students. Materials include specific guidance on determining 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 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.

- Materials include data-management tools for tracking individual student progress, to make appropriate instructional decisions to accelerate instruction. *Wiley Blevins Teaching Phonics* provides a normed, adaptive digital assessment that enables teachers to document individual data regarding progress on phonological and phonics skills. The L2M is given five times a year, every 6–8 weeks, in order for teachers to monitor student growth and progress. The L2M assessment reports a GE Score that aligns with the "Ready4Reading Scope and Sequence." This score provides teachers with data to inform student grouping and placement decisions.
- Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials provide teachers a "Snapshot" showing digital activity on the "Scholastic Teacher Dashboard." The "Ready4Reading Snapshot" offers the following information: "Most Completed Texts," "Average Fluency for Read & Record," "Word Warm-Ups Completed," "Read & Records Completed," and "Texts Read." Included is one chart that shows "Student Performance: Oral Reading Accuracy and Fluency," and another chart that shows "Student Performance: Phonics Activities." The information gathered from the various tools provided by the materials yields data teachers can easily analyze and interpret. The data helps when planning differentiated instruction.

- The "Ready4Reading" program offers an online dashboard that allows a teacher to see all student data and arrange students in groups for instruction. This information is made available so teachers can decide whether students require intervention or acceleration.

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

- Materials include data-management tools for tracking whole-class student progress to analyze patterns of students. The data management tools enable teachers to document whole-class data regarding progress on taught phonological awareness and phonics skills. For example, the materials provide teachers a "Snapshot" showing digital activity on the "Scholastic Teacher Dashboard." The "Ready4Reading Snapshot" includes a chart labeled "Student Performance: Phonics Activities." "In this chart, teachers can see how their students performed as they read aloud exemplars of specific phonic targets in texts from *Read to Know Text Sets* and cards from *Short Reads Decodables*. Teachers can select any group of students in a skill category to view specific performance information." For example, the teacher can highlight the category of "Long Vowels" and then break it down to a subcategory of skill, such as "long a (ai, ay)."
- Materials include data-management tools for tracking whole-class student progress to analyze the needs of students. For example, materials provide reports that allow teachers to view customized progress by skill and by student, as well as according to class and grade level. Assessment reports categorize students by skill mastery and suggest instructional groupings, including reteaching and extension. "Student Growth" is analyzed on a "Letters2Meaning" graph that measures a student's letter identification, letter-sound identification, word reading, spelling, and comprehension skills. Teachers are given guidance when analyzing the chart and are advised to "check in with students who are falling outside of the expected levels for the current grade and month. Students whose assessment scores appear before the expected level may need more focused instruction, and students whose scores appear after the expected level may need more challenging materials."
- Materials include data management tools (digital and/or hard copy) to enable teachers to document individual data regarding progress on taught phonological awareness and phonics skills. For example, a computer-generated report displays student data based on academic performance. The *Wiley Blevins Assessments* include review forms that the teachers can compare as they assess throughout the year. These same systems can be used to determine the needs of the whole group and to determine needs and patterns.

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

- Materials include specific guidance on determining the frequency of progress monitoring based on students' needs. For example, the *Wiley Blevins Teaching Phonics Program Guide* specifies that students should be progress-monitored three times per year. It also states that

the teacher can assess individual students who present concerns, to help make decisions about pacing and instruction.

- Materials include specific guidance on determining the frequency of progress monitoring based on students' needs. For example, the *Ready4Reading Program Guide* instructs teachers to regularly monitor students and make appropriate adjustments based on their needs. For example, the *Teaching Phonics Program Guide* suggests using the "Phonemic Awareness," "Comprehensive Phonics Survey," and "Word Study" assessments for grade 2. It also recommends that assessments be made a minimum of three times a year but may take place more frequently to monitor progress. The program does not state frequency of use or which assessments to use based on each student's strengths.
- Materials include specific guidance on determining the frequency of progress monitoring based on students' needs. For example, the *Wiley Blevins Phonics from A to Z*, 4th ed., instructs teachers to regularly monitor students and make appropriate adjustments based on their needs. The *Phonics from A to Z* book suggests using the "Nonsense Word Test" and "San Diego Quick Assessment" for grade 2 to assess decoding abilities. The program does not state the frequency of use or which assessments to use based on each student's strengths.
- Materials do not include specific guidance on determining the frequency of progress monitoring based on students' strengths. For example, materials mention that progress monitoring assessments should be administered three times per year but do not include specific suggestions for how often to monitor different groups of students or individuals, depending on the results of their diagnostic assessment.

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

- *Wiley Blevins Phonics from A to Z* states that "children who are reading and spelling words above level for phonics need both acceleration and enrichment to maximize their learning during each week's instruction." One example of support for above-level second-graders would be to "have children read the decodable text during the initial whole-class lesson to confirm mastery of the week's phonics skill in context. When rereading, have children reread a decodable text from their accelerated phonics lesson further in the scope and sequence or read a self-selected book during this time."
- Materials include guidance on how to accelerate learning, based on the progress monitoring data to reach mastery of specific concepts. For example, the L2M assessment measures student growth. The L2M assesses a student's letter identification, letter-sound identification, word reading, and spelling and comprehension skills. It also provides a "GE Score" (reading ability) for each student. This graph provides the data needed to guide the teachers in determining student acceleration needs.
- Materials include guidance on how to accelerate learning based on progress monitoring data, to reach mastery of specific concepts. For example, the "Teacher HUB" provides teachers with data from students completing weekly phonics activities in the "Student HUB." The "Ready4Reading Program Overview" offers guidance for accelerating instruction for students scoring in the on-level or above areas.

Foundational Skills

5.B.1	Oral Language Development	14/21
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)	4/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	4/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	6/9

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

Evidence includes, but is not limited to:

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

- The materials include discussion prompts and systematic plans for oral language practice but lack explicit guidance. *Wiley Blevins Phonics From A to Z* includes a "Classroom Spotlight" in which teachers are instructed to "use word lists when you're creating sentences for daily oral language practice. Write two sentences on the board, each containing grammar, spelling, and punctuation errors." As a class, the students are to discuss/suggest ways to correct the sentences. This is a daily exercise in which students learn to properly construct sentences for their writing. This lesson provides modeling, guided practice, coaching, and feedback.
- The materials include discussion prompts and systematic plans for oral language practice but lack explicit guidance. The lesson for "That's My Job!" in the *Read to Know Text Sets Teacher's Guide* includes discussion questions before and after reading, during which students will practice answering questions and discussing ideas with one another. After discussion, there are independent practice opportunities in the "Write From Dictation" and "Write About Reading" sections of the lesson. This systematic process is evident in each lesson, but there is no explicit guidance in showing students how to interact with one another to develop their oracy. They will use oral language.

- Although the materials provide opportunities for instructional guidance on developing oral language through a variety of methods, it does not include explicit instructional guidance. The materials do not include step-by-step lesson plans that guide teachers through oral language or oracy activities.

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

- The materials do include opportunities for students to engage in social communication for different purposes and audiences. For example, the grade 2 lesson plan for the text, *Be a Money Expert*, the *Read To Know Text Sets* guides the teacher to "Have children share their reactions to the text" as a component in the "First Reading." An activity in "After Reading" prompts the teacher to ask the students, "Why is money important to most people?"
- The materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, the grade 2 lesson plan for the *Short Reads Decodables* "The Voice in Rabbit's House" suggests the teacher ask the following questions and encourage students to support their thinking with ideas from the text in "Extend the Discussion:" "Folktales usually teach a lesson. What do the animals learn after Caterpillar tricks them? What do you know about frogs and caterpillars that make frogs a good hero for this story? How do the illustrations add to your understanding and enjoyment of the story?" In the "Write About Reading" portion of the lesson plan, students are provided an opportunity to share their opinions when asked, "What is your favorite illustration? Write about your favorite illustration and tell why you like it."
- The *Read to Know Text Sets* include opportunities for students to engage in social and academic communication with different purposes and audiences during whole-group or small-group lessons. "Text Set 15: The Statue of Liberty" provides students with an opportunity to engage in thinking about the Statue of Liberty and share ideas. The students answer guiding questions such as Where have you seen the statue? etc. After students view the "Build Knowledge and Vocabulary" video, the children share what they learned. This text set provides students an opportunity to make connections between topics from previous text sets. For example, in "Knowledge Connection," the students learned about "What Changes Over Time" in the previous text set. The students then share ideas about how to move large statues, and now there would be different ways to build and move a statue compared to the past. The teacher asks, "How might computers help? How might big ships help? What other ways might technology help people move a large statue?" The text-set lessons are taught in whole-group or small groups. Students are prompted to brainstorm ways that technology could help to move a large statue today.

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

- The *Short Reads Decodable Texts Card 42* is a magazine article about people riding bikes for fun and races. The "It's Time to Ride" text focuses on long vowels with final e (i_e) phonics

skills for grade 2. After the students partner-read the text, they talk about what work the people do at different workplaces. They discuss who wears the different hats and why. The teacher asks extension questions in the "Extend the Discussion" part of the lesson. The teacher asks, "Why do you think people of all ages like to ride bikes? The bike race that lasts for 23 days is called the Tour de France. In what ways do you think racers train for that race?" Students discuss these questions to make connections to what they read using evidence from the text. These questions provide for effective discussions with their peers. The materials include opportunities for students to listen actively and engage in discussion to understand information and share information and ideas with others. The materials do not include authentic opportunities for students to ask questions.

- The materials include authentic opportunities for students to engage in discussion to understand and share information and ideas. For example, the grade 2 lesson plan for the *Short Reads Decodables* "Knock! Knock!" suggests the teacher ask the following questions and "encourage children to support their thinking with ideas from the text" in "Extend the Discussion:" "Why do you think Knox likes knock-knock jokes so much? When Knox stops liking to tell knock-knock jokes, what do you think he will be interested in next? Do you know any knock-knock jokes? Share them with us." These questions are guidelines for effective discussions about information and ideas within an authentic context.
- The materials include authentic opportunities for students to listen actively to understand and share information and ideas. For example, the grade 2 lesson plan for the text "Changes Over Time" in the *Read To Know Text Sets* guides the teacher to use the following questions to monitor comprehension and reinforce knowledge and vocabulary as a component in the "First Reading:" "How did people start cars in the past? How do people start cars today? What are some fast ways to travel today? In what ways do you think technology has made our lives better? Do you think there are any downsides to technology?" These questions allow students to compare and contrast, identify key ideas and details, and connect ideas in an authentic manner with peers. This lesson does not provide authentic opportunities for students to ask questions.

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 multisyllabic 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 *Ready4Reading Scope and Sequence* introduces targeted letters and sounds explicitly and systematically that provide students with opportunities to practice and apply their decoding and encoding skills to multisyllabic words and more complex texts. Grade 2 students review consonants, short vowels, and close syllables in week 1. The materials include a "Power Up! Card 1: Over the Net" for students to practice decoding familiar letter-sound relationships. "Text Set 4: Be a Good Sport" is reintroduced from first grade to support student's decoding skills in a text. Grade 2 students continue to practice decoding skills through word study and special spelling lessons. Each lesson provides encoding practice through dictation and writing about reading.
- The *Read to Know Text Sets* include explicit, systematic, and direct instruction for teaching letter-sound relationships that can be incorporated into daily lesson plans for grade 2 for basic decoding. The text sets are aligned with the Ready4Reading "Scope and Sequence" of phonics instruction and embedded in the "Scope and Sequence and Aligned Texts" document in the teacher's guide. The text sets "combine phonic elements into coherent groupings, such as CVC words or long vowels with final e." The components include a "Phonics Practice" that states the designated phonics skills students practice as they decode the words in the texts

and write in the "Respond and Write" activity after reading the text. For example, grade 2 students read "Text Set 11: That's My Job?" after learning *r*-controlled vowels, suffixes, and inflectional endings with spelling changes. A "Readiness Check" is included to identify a student's preparedness for the targeted elements in the text set. The students decode words in each text twice by reading with the teacher and a partner before writing about the topic or text to practice encoding the phonics skill and vocabulary.

- Materials explicitly and systematically introduce letter-sound relationships in an order that allows for application to basic encoding. For example, the grade 2 *Teaching Phonics* "Long U" lesson includes the "Build Words" activity in which students compose the following words with magnetic letter tiles: *human, humor, music, museum, menu, regular, review, preview, and rescue*. "Step 4" in the lesson plan includes the "Spell Words" activity using the digital or printable worksheet that gives students practice spelling the letter sounds in different picture names. Students also spell long *u* words and a dictation sentence and are given the opportunity to self-correct at the end of the lesson, as stated in this guidance to the teacher: "On a separate sheet of paper, have children spell the following words as you dictate each one: *use, huge, unit, human, rescue*. Continue by dictating this sentence: *I will mute the music*. Display the words and sentences and have children self-correct their answers."

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)

- 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 errors or misconceptions. Information regarding guidance on "generalizations" can be found in the *Wiley Blevins Phonics from A to Z*, but it is not specific, explanatory, or scripted for the teacher to be able to provide feedback. For example, for a grade 2 student who incorrectly pronounces the *r*-controlled vowels in the lesson, the teacher is advised to "point to the missed sound-spelling and state the spelling and sound, blending the word again. Then have children blend the word."
- Materials do not include guidance for the teacher to provide explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common misconceptions. For example, the *Wiley Blevins Teaching Phonics* "Diphthongs—*oi, oy*" lesson for grade 2 includes guidance for the teacher in "Step 1": "For children whose home language doesn't have the /oi/ sound and spellings, provide additional practice and some words and common phrases to copy." The *Wiley Blevins Phonics from A to Z: A Practical Guide*, 4th ed., provides insight into the sounds associated with each grapheme in "Section 3: Learning about Sounds and Letters." One misconception highlighted includes the following: "Many vowel generalizations are unreliable. For example, the commonly taught generalization 'When two vowels go walking, the first one does the talking' has been found to be only about 45 percent reliable." The author continues with guidance to the teacher about how to handle such common misconceptions, but this is not direct and explicit scripted feedback.

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

(S)

- The lesson "Inflectional Ending *-ed*" in grade 2 includes magnetic letter tiles and sound cubes in addition to various digital and printable activities provided in the lesson plans. In the digital portal, students develop, practice, and reinforce their understanding of applying letter-sound correspondence in single and multisyllabic words and decodable connected texts through cumulative review. For example, the activities include a sort *-t* activity and an "Interactive Story: Yesterday" to practice decoding in context. The Connecting Sound Cubes require students to represent sounds using individual cubes. This helps students blend sounds to make words. Other resources include a printable activity for the learning center and two decodable connected texts, "Gramps and Nick" and "Shin's Book Shop." Single syllable words such as *used* and *asked*, and multisyllabic words including *acted* and *lifted* are both featured in the "Blend Words" section of the lesson. The decodable text *Yesterday* includes examples of single and multisyllabic words with the inflectional ending *-ed*.
- The *Wiley Blevins Phonics from A to Z*, 4th ed., suggests a variety of "35 Quick and Easy Phonics and Word Analysis Games" (activities and resources) for students to practice decoding in isolation. For example, "Concentration" is listed as a game suitable for students in grade 2 that can be played by two or three players to review any phonics skill. Teachers are advised to make a set of 12 to 20 cards. On each card, write a word with the phonics skills the students are learning or reviewing. Each player chooses two cards. If the cards match, the player keeps the pair of cards."
- The *Read to Know Text Sets* include activities and games for grade 2 students to practice phonics skills and decoding. "Text Set 11: That's My Job!" features a game called "Are You Ready?" This game requires students to segment words with *r*-controlled vowels. First, the students identify and say the sounds in each word. Then they write the word, with the list containing words with the */ûr/* sounds. Students practice decoding and reading fluently when they read the decodable connected texts featured in the set two times.
- Materials include various activities and resources for developing, practicing, reinforcing, and applying letter-sound correspondence to decode one-syllable and multisyllabic words in connected decodable text. For example, the grade 2 materials include Elkonin boxes and counters, magnetic letters and trays, and rhymes to aid in decoding one-syllable words before reading them in connected decodable texts. The multisyllabic words are cited more often in the decodable readers rather than in the phonics lesson. The *Short Reads Decodable* text "Water! Water!" includes *r*-controlled words such as *air*, *water*, and *vapor*.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The *Wiley Blevins Phonics from A to Z*, 4th ed., does not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS. Materials include a "Reading Standards Foundational Skills" chart with descriptions of each component included for each grade level. The chart does not include any phonological awareness activities for grade 2. Materials begin with "Phonics and Word Recognition." The students begin decoding words in grade 2 according to the chart provided.
- The "Scholastic Digital Manager" provides additional resources and lessons in the "Reading4Reading" resources with explicit directions for teaching phonological awareness, but the lessons are included in the *Phonemic Awareness Teacher's Guide*. Materials do not

include grade 2 lessons for phonological awareness. The tasks provided do not align with the TEKS for grade 2.

- The *Wiley Blevins Teaching Phonics "Word Study"* lessons for grade 2 include a systematic approach to phonological awareness that is not aligned with the TEKS. For example, in "Step 1" of the "Inflectional Ending *-ing*" lesson, there is a section called "Develop Phonological Awareness." During this part of the lesson, students practice adding "initial and final sounds." Students also work on blending phonemes to decode words. No evidence is provided of rhyme production (TEKS 2(2)(A)(i)) or distinguishing between long and short vowel sounds (TEKS 2(2)(A)(ii)). Materials go from the simple to the more complex skills in this progression.

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

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

- The *Wiley Blevins Teaching Phonics "Word Study"* lessons include direct and explicit instruction for teaching phonological awareness skills with a gradual release of responsibility. Materials include some generalizations (misconceptions) that students may encounter but lack explanatory feedback for errors. For example, the lesson begins with modeling and practice before students are asked to encode or decode independently. The lesson includes a section called "support," which informs the teacher how to utilize manipulatives and other resources to support students in mastering phonological awareness skills. The supports are not specific to the lesson but can be used across the materials. The text prompts the teacher to "Say a word and have children place one color cube for each sound they hear," rather than giving them the "word." A section lists the spelling rules and generalizations so that a teacher may provide clarification.
- Materials include direct and explicit instruction for teaching phonological awareness skills, but it is labeled as "phonemic awareness." Some grade 2 activities give teachers an idea of errors that students may have made, but they do not include misconceptions or explanatory corrective feedback. For example, the grade 2 "Blending Syllables" lesson follows the gradual release, beginning with modeling before eventually asking students to guess the word by blending syllables to form multisyllabic words. No evidence is included of any explanatory feedback based on misconceptions or errors.
- Materials do not include explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors or misconceptions. For example, the resource "Phonological Awareness: Syllables Routines" includes "Adding Syllables," instructing teachers as follows: "Tell children that they will play a game in which they add a syllable to a word. Say *back* and have the children repeat the word. Guide children to add a syllable to the word. Say: 'Now say *back* and add *pack* to the end of the word. What is the new word?' (*backpack*) Use the following words with this routine to provide ongoing practice: *cross + walk (crosswalk); mag + net (magnet); con + test (contest); bed + room (bedroom); out + side (outside); plas + tic (plastic); bas + ket (basket).*" The lesson instructs the teacher how to guide students but it does not provide explanatory feedback for students based on errors or misconceptions.

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

- Materials include a variety of activities for students to practice, reinforce, and develop phonological awareness skills connected to grade-level TEKS. For example, the *Phonics from A to Z* book includes "35 Quick and Easy Activities for Developing Phonemic Awareness." Activity #5, "Round Robin Rhyme," focuses on producing rhymes and prompts teachers as follows: "Invite students to sit in a circle. Tell them that you're going on a trip." The teacher then tells students one item's name and asks students to name another item that rhymes with this word: "I'm going to the park, and I'm taking a *mat*, and a *hat*, and a *cat*," and so on. In Scholastic's *Phonemic Awareness Teacher's Guide*, Lesson 16 states, "Read aloud '*Elephant*' on chart paper. Track the print as you read. Point out the actions shown before each line. Reread the rhyme several times, encouraging children to perform these actions." Each activity allows students to practice, reinforce, and develop phonological awareness in a variety of ways.
- The *Scholastic Ready4Reading Phonological Awareness: "Syllables Routines"* resource includes memory-building strategies for students to develop, practice, and reinforce phonological awareness skills connected to the grade 2 TEKS. The TEKS expect students to continue to apply earlier standards with greater depth in increasingly more complex texts. The resource provides a routine for removing initial syllables, removing final syllables, adding syllables, and changing syllables. This resource includes a script for the teacher to follow when teaching syllables. The last part of the lesson includes ongoing practice for cumulative review. The syllable lessons support students in grade 2 as they learn to decode multisyllabic words.
- Materials include a variety of resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS through cumulative review. Each grade 2 *Wiley Blevins Teaching Phonics* "Word Study" lesson includes the following phonological awareness resources: sound boxes, counters, colored connecting sound cubes, and magnetic letter trays. For example, the *Wiley Blevins Teaching Phonics* "Word Study Plurals" lesson for grade 2 in "Step 1" suggests the use of the magnetic trays and tiles as well as the colored connecting sound cubes for support and practice. The text adds: "For words in which the spelling difference might confuse children, use colored Connecting Sound Cubes. Have one cube represent the initial word (sounds). Then choose another color for the sound added. Place it at the beginning (or ending) of the word (in front of or behind the initial color cube) and model blending the sounds to form the new word." Another resource includes the *Wiley Blevins Phonics from A to Z: A Practical Guide*, 4th ed. This includes kinesthetic activities to connect a sound to an action to reinforce and facilitate memory building in a list of "A–Z Motions/Prompts."

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	12/13
5.D.2a	Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)	3/3
5.D.2b	Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	1/2
5.D.2C	Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1)(T)	2/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3)(S)	6/6

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

Evidence includes, but is not limited to:

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

- The *Wiley Blevins Teaching Phonics* lesson "Variant Vowels—a, au, aw" includes a systematic sequence for introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes in grade 1, gradually transitioning to more complex manipulation practices. For example, the lesson "Variant Vowels—a, au, aw" starts with students saying the /ô/ sound every time the teacher says a word that begins with the /ô/ sound such as *yawn*, *cup*, *draw*, *fork*, *sauce*, and *chalk*. Students practice making the /ô/ sounds. Materials provide an articulation video to help students pronounce the sound. Materials include practice activities for orally blending and segmenting sounds to form words. The teacher says /ô/ /l/ (*all*), /f/ /ô/ /l/ (*fall*), /s/ /ô/ /l/ /t/ (*salt*), and /s/ /t/ /r/ /ô/ (*straw*) as students orally blend. The words get progressively more complex. In the oral segmentation lesson, the teacher says

words such as *saw*, *draw*, *yawn*, *all*, *mall*, and *small* for students to practice segmenting the sounds using the sound boxes and counters provided in the materials.

- The *Wiley Blevins Phonics from A to Z*, 4th ed., includes a systematic sequence for introducing phonemic awareness that focuses on orally blending and segmenting phonemes in grade 2. This is done while gradually transitioning to more complex manipulation practices such as adding, deleting, and substituting phonemes. say *sand* as they substitute the initial sound. Materials provide a list of books for practicing phonemic manipulation such as *Andy (That's My Name)*, *The Cow That Went Oink*, and *There's a Wocket in My Pocket*. In addition, materials provide "35 Quick and Easy Activities for Developing Phonemic Awareness," including activities for oral blending, segmenting, and manipulation. For example, grade 2 students can play "Picture Search" to practice manipulating phonemes: Students see pictures in a book or on a card. They then say different sounds as the teacher guides them to distinguish between initial, medial, or final sounds. In another example, the students see a picture of a dog, and the teacher directs them to delete the initial sound—the students say *og*. Opportunities are also provided for the students to practice skills that gradually transition to more complex manipulation routines.
- Materials include a systematic sequence for introducing phonemic awareness activities that begins with segmenting phonemes and gradually transitions to more complex manipulation practices. These include adding, deleting, and substituting phonemes. For example, in the *Wiley Blevins Teaching Phonics* grade 2 "Phonics Digraph *ph*" lesson, the teacher is prompted to guide students in segmenting words into individual phonemes. The text states, "Say the following words: *phone*, *photo*, *graph*. Guide children to orally segment the words by sound. For support, use Sound Boxes and Counters. Have children stretch the sounds in the word and then move one counter into a box for each sound. Children can also tap the sounds as they say them." In a later lesson, "Word Study Prefixes," materials provide prompts for the teacher to guide students in substituting initial, final, and medial sounds for phoneme manipulation. The text states, "Say a word: '*best*.' Then guide children to change the beginning sound: 'Change /b/ to /t/ in *best*. What's the new word (*test*)?' Say another word: '*sad*.' Guide children to change the ending sound: 'Change /d/ to /t/ in *sad*. What's the new word (*sat*)?' Next, say another word: *ship*. Guide children to change the middle sound. 'Change /i/ to /o/. What's the new word (*shop*)?'" These two lessons demonstrate segmenting words into phonemes before phoneme manipulation.
- Materials include lessons on manipulating phonemes within base words, starting with adding, then deleting, and finally substituting phonemes. For example, in grade 2, the lesson begins with students adding an initial sound to a base word and then adding final sounds to base words. Later in the lesson, students practice blending words with a given base word and suffix. Students can practice blending words in the "Spin the Wheel" game. No evidence exists of phoneme manipulation.

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

- The *Wiley Blevins Teaching Phonics* "Word Study" lessons include direct and explicit instruction for teaching phonemic awareness skills with a gradual release of responsibility.

Materials include some generalizations (misconceptions) that students may encounter but lack explanatory feedback for errors. For example, the lesson begins with modeling and practice before students are asked to encode or decode independently. The lesson includes a section called "support," which informs the teacher how to utilize manipulatives and other resources to support students in mastering the phonological awareness skills. The supports are not specific to the lesson. The text states to the teacher: "Say a word and have children place one color cube for each sound they hear," rather than giving the "word." A section is included that lists the spelling rules and generalizations so a teacher may provide clarification.

- Materials include direct and explicit instruction for teaching phonemic awareness skills. Some grade 2 activities give teachers an idea of common errors that students may have, but text lacks misconceptions and explanatory corrective feedback. For example, "Lesson 4, Blending Syllables," follows the gradual release beginning with modeling, before eventually having students guess the word by blending syllables to form multisyllabic words. No evidence is offered of any explanatory feedback based on misconceptions or errors.
- Lessons include some explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials provide general corrective, not explanatory, feedback for students, but include "Rules and Generalizations" that address misconceptions. For example, the grade 2 lesson on variant vowels—*a, au, aw* offers a "Word Sort" activity with rules and generalizations for teachers that state, "Ask children what they notice about the spelling in these words. Point out that the letter *a* has the same sound as /ô/ when followed by *l, w, or u.*" The *Wiley Blevins Teaching Phonics* lessons for grade 2 provide phonemic awareness practice in oral blending and segmenting for each lesson, but the materials do not provide explanatory feedback for teachers to use with specific terms, phrasing, and statements during instruction. For example, "Lesson *sh*" directs the teacher to say the digraph /*sh*/ and prompt students to respond each time they hear that sound in a word the teacher says, such as *cash* or *rush*. Then, the teacher demonstrates how to orally blend phonemes to make words and segment words using counters in sound boxes.
- Materials do not always provide explanatory feedback for errors or misconceptions in the lesson. Additional materials are available in the "Scholastic Digital Manager," including a "Corrective Feedback" chart, but the chart only provides feedback on decoding errors. Materials provide a sidebar notifying the teacher of the following: "Many speakers of Chicano English will switch (or merge) the /*ch*/ and /*sh*/ sounds. This is more common in *Tejanos* (Chicanos from Texas) than *Californianos*. Some examples include *teacher/teasher, watch/wash, chop /shop, and shy/chy*. Provide articulation support, exaggerate the sound, and have children repeat."

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

- Materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in transitioning from oral language activities to basic

decoding. The *Wiley Blevins Teaching Phonics* materials for grade 2 integrate phonemic awareness and phonics lessons, making connections to the alphabetic principle. For example, the *Wiley Blevins Teaching Phonics* grade 2 "Phonics Diphthongs—*ou, ow*" lesson provides guidance for the teacher to help students orally blend and segment words with the /*ou*/ sound in "Step 1." In "Step 2," the materials instruct the teacher on modeling the blending of words with the /*ou*/ sound. Students can practice decoding words with diphthongs *ou* and *ow* with either the digital or print "Blend Words: Diphthongs—*ou, ow*" activity.

- Materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic encoding. The *Wiley Blevins Teaching Phonics* materials for grade 2 integrate phonemic awareness and phonics lessons, making connections to the alphabetic principle. For example, in the *Wiley Blevins Teaching Phonics* grade 2 "Phonics Diphthongs—*oi, oy*" lesson, the teacher is guided to help students orally blend and segment words with the /*oi*/ sound in "Step 1." In "Step 3," materials instruct the teacher on building words with the /*oi*/ sound. Students can practice building words with the /*oi*/ sound using magnetic letter tiles before using the digital or print "Build Words: Diphthongs—*oi, oy*" activity. Students gain additional practice in encoding words with the /*oi*/ sound in "Step 4" with the "Sound-Spelling Word Sort: Diphthongs—*oi, oy*."
- Materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. For example, the *Teaching Phonics* "Digraph *WH*" lesson begins with the "Phonemic Awareness" section, in which students orally blend phonemes and orally segment words containing the digraph *wh*. This is followed by decoding activities such as "Interactive Story Questions" and "Blend Words Digraph *WH*" and the encoding activities "Spell Words" and "Sentence Dictation."

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

- Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills. For example, the *Teaching Phonics* "Digraph *CH, TCH*" lesson includes the articulation card /*ch*/ and a mirror for students to see their face as they develop the skill to say the /*ch*/ sound. Students use sound boxes and counters to stretch the sounds in words, and then move one counter into a box for each sound with words such as *hat, chat, cat, catch, chin, and inch*. Children can also tap the sounds as they say them. The "Cumulative Review" directs teachers as follows: "Add *ch* and *tch* to your spelling card set to review previously taught sound-spellings. This will aid in mastery. Have children chorally say the sound for each letter or spelling as you display the card." Students then practice the "Blend Words: Digraphs *ch, tch*" activity to have children chorally blend the words on each line. "Model the first two words: *cat* and *chat*. Then point to each word, say 'whisper-read' as children quietly blend the sounds, and then say, 'all together' as children chorally read each word." The lesson then reinforces what the students have learned by reading the interactive story: "Lunch!"

- Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills. For example, the *Teaching Phonics* "Digraph PH" lesson includes the articulation card /ph/ and a mirror for students to see their face as they develop the skill to say the /ph/ sound. Students use sound boxes and counters to stretch the sounds in words, and then move one counter into a box for each sound with words such as *phone*, *photo*, and *graph*. Children can also tap the sounds as they say them. Students then practice with the letter-sound beginning or ending /ph/ sort with the words *alphabet*, *elephant*, *phone*, *flower*, *still*, *photo*, and *phonics*, either online or with the printable. The lesson reinforces what the students have learned by reading the interactive story "Steph Has a New Phone."
- Materials include various activities and resources for grade 2 students to develop, practice, and reinforce phonemic awareness skills, including games, rhymes, stories, manipulatives, and activities. For example, for grade 2, the *Phonemic Awareness* book includes songs, puppet activities, and games.
- Materials include a variety of resources for students to develop, practice, and reinforce phonemic awareness skills through cumulative review. Materials provide a document labeled "Phonological Awareness: Syllables Routines" in the Scholastic Digital Manager. This is a resource that includes routines to engage children in playful activities in which they practice manipulating syllables. The teacher can access this resource to facilitate a review of the phonemic awareness skills taught. For example, after teaching phoneme manipulation to grade 2 students, teachers can use "Routine 4: Changing Syllables" that instructs them as follows: "Tell children that they will play a game in which they change a syllable in a word. Say 'backpack' and have the children repeat the word. Ask children to say each syllable in backpack: 'back, pack.' Guide children to change a syllable in the word. Say: 'Change pack to yard. What is the new word (backyard)?" The resource provides additional words to use as ongoing practice with this routine.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. For example, Teaching Phonics *R*-Controlled *er, ir, ur* "Step 2" introduces the sound-spelling for *r*-controlled *er, ir, ur* words. The teacher reads words with *r*-blends, running a finger under the word and blending the sounds to read the word. "Step 3" recommends that students use the magnetic letter tiles and trays to build the following words in sequence: *burn, fur, hurt, nurse, purse, turn, bird, third, dirt, first, girl, shirt, skirt, her*. "Step 4" includes using a digital or printable worksheet in which students sort *s*-blend words based on their spelling pattern *er, ir, ur* (including words such as *birthday, better, dirty, water, mother, purple, germ, burn, shirt, turtle*). The next activity prompts students to spell letter sounds in different pictures: *b-ir-d, c-ur-l, sh-ir-t, f-ir-st, u-n-d-er, w-i-n-t-er*. This is followed by asking students to spell the following words dictated: *turn, nurse, skirt, dirty, verb, and letter*. The next lesson involves dictating this sentence: "*The girl has a twin sister.*" The teacher displays the words and sentences for the students to self-correct their answers. The lesson also includes reading, spelling, and writing high-frequency words with each lesson. The phonics lessons progress from simple to complex applications of sound-spelling pattern application.

- Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. For example, the Ready for Reading Weekly Planning and Pacing Guide grades 2–3 begins with an 11-week consolidated review of grades K1 decoding skills: consonants, short vowels, consonant blends, consonant digraphs, long vowels, complex vowels, *r*-controlled vowels (*ar, or, ore, er, ir, ur*), variant vowels (long and short *oo*), diphthongs (*oi, oy, ou, ow*), silent letters (*wr, kn, mb*), and prefixes (*pre-, re-, de-*). Week 12 heralds the awaited introduction of new skills with complex vowels (*are, air, ear*), prefixes, and suffixes, followed by special spellings and more word study. The Pacing Guide shows a progression from simple to more complex spelling patterns with consistent review lessons throughout the year and the application of skills within the reading and spelling tasks to ensure mastery.
- The *Wiley Blevins Teaching Phonics* lessons align with the grade 2 TEKS. The lessons begin with a consolidated review of the K–1 skills through week 11 in the "Weekly Planning and Pacing Guide." Beginning in week 12, students learn complex vowels, word study, and special spellings. Lesson 16 focuses on the consonant +*le* syllable. Students learn by blending and segmenting sounds before learning the sound spelling. They blend words such as *middle, turtle, cradle, and able*, pointing out the syllable type (closed, open, or other) of the first syllable in each word. The teacher models blending the words syllable by syllable. Students repeat as they run their finger under each syllable. Text advises teachers as follows: "Children spell the following words as you dictate each one: *bubble, jungle, needle, circle, bottle*. Suggest that they say and spell one syllable at a time." The students continue practicing decoding with the consonant +*le* syllable in context with decodable texts and interactive digital and printable activities. The lessons show a progression from simple to more complex spelling patterns, with consistent review lessons throughout the year and the application of skills within the systematic sequence of reading and spelling activities.

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

- The *Wiley Blevins Teaching Phonics* lessons include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. Materials provide teachers with important points to emphasize about grade-level sound-spelling patterns. For example, the grade 2 lesson "Diphthongs *oi, oy*" includes guidance for teacher-directed instruction through modeling and student practice, including blending and segmenting *oi* and *oy* in words using sound boxes and counters and transferring sounds to letters. The "Spell Words" practice includes a review for students to practice writing cumulative sentences, including the newly learned diphthongs *oi* and *oy*. Additional practice activities are included in the lessons, including digital and printable word activities and decodable texts.
- Materials provide a "Recommended Five-Day Spelling Routine" in the additional resources available through the Scholastic Digital Manager. Materials include specific and precise terms, phrasing, and statements that teachers can use during core instruction. The spelling lists can be found on the Ready4Reading Teacher Hub. Each list consists of Target Words and Learn and Spell Words. For example, grade 2 "*r*-Blends" lesson includes a "Blend Words" activity that offers a list of words with *r*-blends. Students practice reading the words for

fluency, spell the words, and then write them. On the first day, the teacher introduces the word and models, using a script. "Day 2" includes oral segmentation, and students continue to practice spelling the words on "Day 3" with various activities. On "Day 4," students practice with partners while the teacher coaches students as needed. "Day 5" is used for the assessment of the targeted spelling skills.

- Materials include guidance for the teacher, using both traditional and digital multimodalities to provide direct and explicit instruction for grade-level sound-spelling patterns. For example, the *Wiley Blevins Teaching Phonics* "Phonics Diphthongs—ou, ow" lesson for grade 2 provides instructions for the teacher to introduce the target sound-spelling. The lesson includes instructions for building diphthong *ou, ow* words using magnetic letter tiles during guided practice. The lesson provides several digital or print choices for the teacher to use during instruction, including Build Words, Sound-Spelling Word Sort, and Spell Words.

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)

- Materials provide a variety of activities for students to develop, practice, and reinforce through cumulative review and grade-level sound-spelling patterns. For example, the *Wiley Blevins Teaching Phonics* grade 2 "Phonics Digraph *ph*" lesson "Step 3" provides a "Read/Spell/Write/Extend" routine for the teacher to introduce high-frequency words to students. The "Build Words" activity supports the spelling instruction of the lesson by forming words with the magnetic letter tiles using the target sound-spelling pattern. The lesson materials suggest folding in words with previously taught skills, to facilitate cumulative review during the "Build Words" activity. To reinforce learning, the materials provide the following activities in digital or print format: "Build Words: Digraph *ph*," and "Sound-Spelling Word Sort: Digraph *ph*." The activity "Spell Words: Digraph *ph*" is available in print. The teacher-guided "Spell Words" activity in "Step 4" provides cumulative sentences for dictation for teachers to monitor students' spelling growth.
- Materials provide a variety of resources for students to develop, practice, and reinforce through cumulative review of grade-level sound-spelling patterns. For example, the *Wiley Blevins Teaching Phonics* grade 2 "Phonics Digraph *ng, nk* Blend" lesson provides magnetic letter tiles and trays as well as digital and print resources to facilitate the teacher in guiding the student to develop, practice, and reinforce grade-level sound-spelling patterns. The magnetic letters and trays promote sound-spelling development in "Step 3" of the lesson during "Build Words"; reinforcement of previously taught sound-spelling patterns is built into this step as well. Materials provide practice with the digital or print "Build Words," "Spell Words," and "Sound-Spelling Word Sort" resources. Within the "Additional Materials" tab of the "System Resources," spelling lists are included to complement the "Phonics" lessons. The grade 2 spelling list that goes along with the "Phonics Short *i*" lesson, "Spelling List 14," includes words with "Consonant Digraphs."
- Materials provide a variety of resources for students to develop, practice, and reinforce through cumulative review of grade-level sound-spelling patterns. The *Wiley Blevins Phonics from A to Z: A Practical Guide*, 4th ed., provides teachers with a word list in "Learning about Sounds and Letters" in "Section 3." This list not only features words for use in spelling dictation

but also includes spelling generalizations and exceptions. For example, text notes the following: "The /v/ sound is most frequently represented by the letter *v*, as in *vase* or *give*. The letter *v* is a very reliable letter for this sound and has no other sound assigned to it. Other spellings of the /v/ sound include *f* (*of*), *ph* (*Stephen*), *vv* (*flivver*), *lv* (*halve*)."

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 *Wiley Blevins Teaching Phonics* lessons provide a variety of activities and resources to support students in decoding and encoding words in isolation. For example, the grade 2 lesson "Inflectional Ending-*ing*" includes sound boxes and counters, magnetic letter tray tiles, connecting sound cubes, blending and building words activities, and a "Concentration" game for students to practice decoding words in isolation. In the digital hub, students can practice decoding in activities in the "Printable Learning Center: Inflectional Ending-*ing*" activity and the "Blend Words." For encoding practice, the lesson includes a high-frequency word practice routine in which students "Read, Spell, Write, Extend" to build automaticity with high-frequency words. Dictation practice is provided at the end of the lessons. The teacher dictates letters and words like *painting*, *walking*, *drawing*, *floating*, and *cleaning* with a built-in cumulative review of previously learned letters and words.
- The *Wiley Blevins Teaching Phonics* lessons provide a variety of activities and resources to support students in decoding and encoding words in decodable connected texts. Materials provide various opportunities for students to apply previously taught and recently introduced sound-spelling patterns in lesson activities and decodable texts. For example, the grade 2 contractions lesson includes opportunities for students to practice decoding in the "Interactive Story: *Could've, Would've, Should've*." The teacher reads the story to the students multiple times while students work on decoding the text and fluency. The *Read to Know Text Sets* include several decodable books such as "Get Moving" and a review book called "Cat Is Stuck" for students to practice previously taught and recently introduced sound-spelling patterns. Another example for grade 2 is the decodable reader "Drew's Bad Mood Day," in which students connect sound-spelling: variant vowels short *oo* (*oo*, *u*) and long *oo* (*u_e*, *oo*, *ue*, *ew*) from previously taught lessons. For encoding practice, the "Build in Review" uses cumulative spelling sentences to monitor students' spelling growth. For example, the teacher dictates the following sentences: "*I can't find my socks.*" "*We should've counted the coins.*" "*She's going to paint the boxes brown.*"
- Materials provide a variety of activities and resources to decode and encode words in isolation. For example, grade 2 materials include sound boxes and counters and letter sound flashcards that students are encouraged to use to build and read words with specific sound-spelling patterns. The digital student platform includes digital Build Words activities for the sound-spelling pattern and high-frequency words. Interactive stories include "Let's Play!" and Short Read decodables such as "Painting Jay and Ray" with each lesson.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	42/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	2/2
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1)(T)	4/4
5.E.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	24/24
5.E.2d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1)(S)	12/12

The materials include a systematic sequence for introducing regular and irregular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The *Wiley Blevins Teaching Phonics* lessons include a systematic sequence for introducing and practicing regular and irregular high-frequency words during direct instruction. For example, the grade 2 lesson "r-Controlled Vowels-er, ir, ur" uses the "Read/Spell/Write/Extend" routine to introduce and teach high-frequency words such as *home*, *she*, *of*, and *there*. The teacher writes the word in a context sentence (e.g., *I will see you there*). and models how to read the word while underlining *there* in the sentence. The word *she* is fully decodable. The students orally segment the word /th/ /â/ . Students highlight the irregular spelling before learning how to spell the word. The materials provide a scripted lesson for the teacher. The teacher tells the students that in this word, we spell the /â/ sounds with ere. The teacher says, "This is the part of the word we need to remember. Underline, highlight, or draw a heart above this part of the word that has to be remembered 'by heart.'" The students echo-spell the word, write the word as they say each letter, and write it in a complete sentence during the "extend" part of the lesson. Students write: *There is a _____ in the sky*. The materials provide differentiation support for students needing more support. The students can make flashcards with the word(s) on one side and a sentence on the other

side. They use these flashcards to practice in isolation and in context. The decodable text included in the lesson named "*Monster Mash Pie*" has students follow the same routine to introduce the high-frequency word *come* by reading the sentence aloud, spelling it, and writing the word in isolation and in a sentence. Students review other words with r-controlled vowels, such as *card*, *far*, *cord*, *for*, *more*, *store*, and *barn*.

- The materials include brief lessons on targeted words and limit the number of regular and irregular words introduced in a single lesson or week. The *Wiley Blevins Teaching Phonics* lesson Final e introduces the following high-frequency words: *done*, *says*, *come*, and *you* for students in grade 2. The lesson provides explicit instruction about the word *come* /k/ /u/ /m/. The teacher targets irregular spelling, such as the "final e." The teacher addresses the misconception stating the word ends in "e," so the students may think the "o" stands for the "long-o" sound, but the middle sound in *come* is /u/. The teacher states that it is the same in words like *some* and *done*. The teacher reminds the students to underline, highlight, or draw a heart of the part of the word that is irregular and is remembered "by heart." In the decodable text shared in this lesson called *Red Hen Bakes a Cake*, students decode words with the targeted-sound spelling: *bake*, *cake*, *make*, *baked*. Students look for the rhyming words in the story and write the words with "final e."
- The materials include brief lessons on targeted words and limit the number of regular and irregular words introduced in a single lesson or week. For example, grade 2 students are introduced to the high-frequency words *home*, *she*, *of*, and *there*. Teachers follow the "Read-Spell-Write-Extend" routine each week to teach new high-frequency words. If an irregular word is taught, the teacher explains what makes it irregular. In this lesson, the teacher is instructed, "Say: Tell me the sounds you hear in there are (/th/ /âr/). Say: We will learn more about the /âr/ sounds in the next lesson. Then highlight the irregular spelling that children need to remember. Say: The vowel sounds in there are /âr/. In this word, we spell the /âr/ sounds with ere. This is the part of the word we need to remember. Underline, highlight, or draw a heart above this part of the word that has to be remembered 'by heart.'"

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 include guidance for the teacher to provide direct and explicit instruction for decoding and encoding regular and irregular high-frequency words. *The Wiley Blevins Teaching Phonics Program Guide* includes a section for grade 2 called "Teach High-Frequency Words." This section gives the teacher explicit instruction on how to use the "Read/Spell/Write/Extend Routine" for high-frequency word instruction. The routine has teachers point out the irregular spellings in words and utilize an identification marker (underline, highlight, draw a heart). The "Read" component works on the decoding of these words while students practice encoding during the "Spell" and "Write" portions of the routine. Students then apply their decoding skills in a text.
- The materials include guidance for the teacher to provide direct and explicit instruction for decoding and encoding regular and irregular high-frequency words. The grade 2 "prefixes" lesson includes explicit instruction on using the "Read/Spell/Write/Extend Routine" for high-frequency word instruction. The materials instruct teachers to "point out the irregular spelling"

and underline or highlight that word part. The "Read" component works on the decoding of these words while students practice encoding during the "Spell" and "Write" portions of the routine. Students then apply their decoding skills in a text.

- The materials guide the teacher in providing explicit instruction for decoding high-frequency words with important points to emphasize while introducing regular and irregular words to students in grade 2 while encoding during dictated practice. Students can decode the decodable parts of words and memorize the irregular parts of the word. For example, the *Wiley Blevins Teaching Phonics* lesson "Diphthongs-oi, oy" introduces the following high-frequency words: *put*, *before*, *sleep*, and *ride*. The teacher provides explicit instruction by saying, "The vowel sound input is /oo/. In this word, we spell the /oo/ sound with u." Students can decode parts of the word such as "p" and "t" while they remember "by heart" the "u" as /oo/.

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 include a variety of activities and resources to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words with cumulative review in grade 2. For example, the *Wiley Blevins Teaching Phonics* lessons are taught using the gradual release of responsibility model. In "Step 3," the materials provide activities focused on decoding and encoding practice with regular and irregular high-frequency words. In grade 2, students learn through the "Read-Spell-Write-Extend" routine, which includes different activities to learn how to decode and encode high-frequency words. Lesson "Compounds" introduces the high-frequency words: *going*, *under*, *don't*, *know*, and *look*. The materials have the students focus on the irregular word *know* /n/ /o/. For example, the students develop and practice these skills by underlining, highlighting, counting the letters, tapping the sounds, and building the word using "Magnetic Letter Tile" before writing the word. The students place a heart above the part of the word that is irregular because they need to remember them "by heart." During the "Extend" part of the lesson, the teacher dictates sentences that include high-frequency words for students to write in context. The materials suggest the teacher teach the meaning of *know* and *no* and contrast the spellings. This reinforces decoding and encoding skills mastery with regular and irregular high-frequency words. The decodable texts and text sets have a built-in cumulative review to monitor student mastery of the high-frequency words. The decodable text "Rabbit's Contest" includes targeted words with two-syllable words with closed syllables and one irregular high-frequency word: *pull* /p//u//l/. The decodable text lesson consists of the "Read-Spell-Write-Extend" routine.
- The materials include various multimodal activities and resources that can be modeled during instruction and then used independently by students in grade 2. For example, "Text Set 10: Robots on the Job" includes these high-frequency words in the text sets: *could*, *find*, *how*, *over*, and *out*. The materials state, "In Text Set 10, the decodable books cumulatively review targeted elements, high-frequency words, word types, and inflectional endings from Text Sets 1-9." The high-frequency words introduced in this text set have not been targeted in previous text sets. The routine for introducing the words includes displaying the words and saying them

aloud. The teacher uses the word in a sentence and discusses the meaning with the students. The students identify the known and unknown parts of the words. A "HFW Specifics" chart is included in the lesson to guide teaching each word. The chart consists of a sentence for each word and directions for decoding the words. For example, the students identify the three sounds in could: /k/ /oo/ /d/. Identify the beginning and ending sounds that students know. Then identify that *-ould* is an irregular spelling for /oo/. Students see this spelling in *should* and *would*. Students read the decodable text sets and practice fluency and writing about reading when they "Respond and Write." These activities provide more practice for students to master these high-frequency words.

- Materials include a variety of resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). For example, the "Teaching Phonics" lesson includes an "Interactive Story," "Short Read Decodables," and "Read to Know Text Sets." The "Interactive Stories" include the HFWs taught in the "Read/Spell/Write/Extend" routine of the corresponding phonics lesson. The "Short Read Decodables" include three HFWs that are introduced and taught to read and spell before reading the text. The "Read to Know Text Sets" include a mix of new and review HFW as well as a cumulative review of the previous targeted elements, high-frequency words, word types, and inflectional endings from the previous text sets.

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 a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation and in connected texts for grade 2. The *Wiley Blevins Phonic From A to Z, 4th Edition*, provides a sample lesson for students with below-level proficiency during the phonics routine. The materials suggest having students write sentences in their notebooks, including high-frequency words from the lesson. The teacher can provide sentence starters as needed. Each week, students read the sentences they have built up in their notebooks to a partner for additional practice in recognizing and reading the words. Earlier in the lesson, the materials provide time for students to build words using letter cards or tiles and dictation practice in isolation and in context. Other suggestions include having students listen to the decodable text provided in the lesson and then reading it with them during small group or whole group time. Then students can write about the decodable text and include the high-frequency word(s).
- The materials consistently use activities and resources, such as memory-building strategies, for students to master high-frequency words for students in grade 2 by recognizing, reading, and writing high-frequency words in isolation and in connected text. The *Wiley Blevins Teaching Phonics* lessons include a high-frequency word lesson in "Lesson Diphthongs-ou, ow." The materials include a "Read/Spell/Write/Extend" routine for decoding and writing high-frequency words such as *for*, *they*, *into*, and *said*. The students and teacher read the word *said* in a context sentence, orally segment the word, count the sounds, highlight the irregular part of the word, and then underline, highlight, or draw a heart above the part of the word that must

be remembered "by heart." Students have additional practice in reading and writing the words in isolation and in context: My teacher said _____. In addition, students have other opportunities to practice writing the words in isolation and in context in the digital and printable lesson materials and while reading and writing about the decodable texts provided in the lesson. Independent activities provide practice in a word search, a blending words activity, and a digital interactive story called "Jack and the Magic Beans." Additional resources include the *Short Reads Decodable texts* and *Read to Know Text Sets* that include high-frequency word lessons for introducing and reviewing the words.

- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. For example, in the grade 2 decodable "No Thanks!" students learn the HFW I and can. The teacher writes the sentence, "Frog goes to the pond. Frog says, "I must get a snack." on the board and has students identify the HFW by circling them. They decode the words, breaking them down by sound; then the teacher has students say the letters that are necessary for the teacher to spell the words. Students then read and spell the words aloud before writing them on their own. These words are in the decodable reader, which gives them the connected-text opportunities as well.
- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. For example, in the grade 2, students can use "Cumulative Sentences" as described in the *Wiley Blevins Phonics From A to Z* book. This memory-building activity requires that students "write a meaningful sentence in the back of their writing notebooks for high-frequency words taught that week." They can use these sentences in stations, rereading "their sentences from the beginning of the year to a partner." The author recommends this practice twice a week as a cumulative review.

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	38/38
5.E.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)	2/2
5.E.3b	Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1)(T)	8/8
5.E.3c	Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	12/12
5.E.3d	Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3)(S)	16/16

The materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing grade-level syllable types, as outlined in the TEKS. The *Wiley Blevins Teaching Phonics* grade 2 lessons include multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables, and the lesson objectives progress from less to more complex skills. For example, the grade 2 "Phonics" lessons review the following word types: short and long vowels, consonant blends and digraphs, and the complex vowels taught in grade 1, and gradually the lessons introduce multisyllabic words. For example, the grade 2 "Phonics Diphthongs—ou, ow" lesson focus is on a review of words with vowel teams in one-syllable words, such as "cow" and "loud" and includes some consonant blend words, such as "frown" and "round." The grade 2 "Phonics Variant Vowels—

a, au, aw" lesson is more complex with multisyllabic words composed of vowel teams, such as "dinosaur" and "daughter" in the student resources. The "Word Study Plurals" lesson for grade 2 includes multisyllabic words with vowel digraphs, such as "quizzes" and "watches" in the student resources.

- The materials include a systematic sequence for introducing grade-level syllable division principles, as outlined in the TEKS. The *Wiley Blevins Teaching Phonics* lessons for grade 2 include lessons that introduce multisyllabic words with closed syllables, open syllables, VCe syllables, digraphs, trigraphs, diphthongs, vowel teams, r-controlled syllables, and final stable syllables for students to decode and spell. For example, the grade 2 "Word Study Two-Syllable Words" lesson provides words with two syllables (*tennis, rabbit, contest, traffic, muffin, etc.*) for students to read and spell during the lesson. The materials provide "Spelling List 17" as a lesson counterpart that includes two-syllable words, such as *tennis* and *contest*, that follow the pattern of spelling with knowledge of syllable division, including words with double consonants in the middle of the word. The *Wiley Blevins Teaching Phonics* "Word Study" lessons for grade 2 provide six lessons addressing syllable division principles: "Closed Syllables," "Open Syllables," "Consonant +le Syllables," "Vowel Team Syllables," "r-Controlled Syllables," and "Final-e Syllables." The "Word Study Multisyllabic Words" lesson reviews the six syllable types, and the materials present the syllable lessons in a systematic sequence.

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

- The materials do include guidance for the teacher to provide explicit and direct instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words in grade 2 lessons. The *Wiley Blevins Teaching Phonics* lessons teach students how to decode and encode single-syllable or multisyllabic words by syllable type or division principle. Grade 2 lessons include decoding instruction for all six syllable types. For example, the "Sort Words" lesson guides the teacher to have the students work with partners to complete the digital or print "Sound-Spelling Word Sort: Long u." The "Rules and Generalizations" note included in this activity tells the teacher that The u and u_e spelling for long u are the most common. Students need to consider word families (e.g., few/pew). In the "Write Letters and Spell Words" routine for the lesson "Long u," the materials direct the teacher to provide a digital or print "Spell Words: Long u" activity for spelling practice and then dictate the words: *use, huge, unit, human, and rescue* followed by a dictation sentence: *I will mute the music.* The teacher writes the words for the students to self-reflect. In the decodable text "Toad to the Rescue," there is teacher guidance for during the "Practice Reading Decodable Words" instruction. The teacher writes the words for the students to read: *boat, cloak, show, few, float, rescue, row.* The teacher has the students clap the syllables and helps the students identify the long-o open vowel syllable and the short-e closed vowel syllable.
- The materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types and syllable division to decode and encode one-syllable

or multisyllabic words. The grade 2 "Schwa" phonics lesson, the materials guide teachers to display words on the board, "then tell children you are going to reread the words and their job is to listen for which syllable is stressed, or emphasized the most. Then read the words again and make a physical gesture, such as a tap or clap, when you pronounce the stressed syllable (PENcil, FOCUS, Item, BOTtom, baNAna). Point out that the vowels in the stressed syllables make their long or short sounds, while the vowels in the unstressed syllables are pronounced with a schwa." Teachers move on to blending words (decoding) and writing words from dictation (encoding).

- The materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types and syllable division to decode and encode one-syllable or multisyllabic words. The grade 2 "Consonant +le Syllables" lesson gives direct instruction for blending and segmenting syllables in words. The teacher then models using sound-spelling before students independently "write to transfer sound-spelling."
- The materials include guidance for the teacher to provide explicit instruction for applying knowledge of syllable types to decode and encode one-syllable and multisyllabic words. For example, the *Wiley Blevins Teaching Phonics* "Open Syllables" lesson for grade 2 provides guidance to the teacher to introduce open syllables, "Explain that a syllable is a word part that has a vowel sound. Each syllable has only one vowel sound, so if a word has more than one vowel sound, it has more than one syllable." The lesson provides the following guidance to introduce the sound-spelling, "Write the word *secret* on the board, underlining the open syllable (*se*). Say the syllables, and then model blending the word. Explain to children that the syllable *se* is an open syllable, which is a syllable that ends in a vowel. The vowel sound is generally long."

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

- The *Wiley Blevins Teaching Phonics* lessons include a variety of activities to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words through cumulative review. For example, the grade 2 lesson "Variant Vowels—a, au, aw" includes Sound Boxes and Counters for students, digital and printable games, and activities like "Checkers." The Learning Center "Variant-Vowel Game" is played with two to four players providing practice and reinforcement of skills. For encoding practice, the students complete sentences with missing words during an independent activity and write words under the correct spelling pattern column in a Word Sort.
- The *Wiley Blevins Teaching Phonics* lessons include a variety of resources to develop, practice, and reinforce skills to decode and encode one-syllable and multisyllabic words. For example, grade 2 lessons include resources for students to practice decoding and encoding words in context. For example, the materials provide a decodable text called "Drew's Bad Mood Day." Students practice decoding words with the targeted sound-spelling and encoding through dictation and the "Writing About Reading" activity in the resource. An Additional decodable text resource is available in the "Text Sets: Cooking Science!" which includes

practice and reinforcement in decoding and encoding skills for "Variant Vowels - Long and Short oo."

- The materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable words. The grade 2 "Schwa" lesson includes oral and written activities in addition to multi-sensory activities. For example, the multi-sensory breakout box guides teachers to "Incorporate multisensory learning by having children build the words using letter tiles or cards."

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 provide a variety of activities and resources for decoding and encoding one-syllable and multisyllabic words using knowledge of syllable types and syllable division principles in isolation for grade 2. For example, the *Wiley Blevins Teaching Phonics* lessons include activities and resources for students to practice decoding in isolation with "Magnetic Letter Tiles," "Sound Boxes and Counters," "Alphabet" cards for partner drills, "Letter Sound Flash Cards," dictation drills for encoding, "Letter Chant" videos, "Quick Checks" for fluency building, and explicit handwriting practice activities. The digital and printable activities and resources included in the lessons include picture sorts, "Sort It" digital activities, handwriting practice activities, and "Interactive Stories." For example, the grade 2 "r-Controlled Vowels: are, air, ear" lesson includes digital and printable activities and resources for students to practice decoding and encoding in isolation. Digital activities include a *Sound-Spelling Word Sort*, *Spell Words*, *Blend Words*, *Build Words*, *Spin the Wheel*, and an *Interactive Story: The Three Bears*. The resources provided include a *Quick Check* for fluency practice, printable learning center activities with games, an independent activity, *Blend Words*, *Build Words*, *Sound-Spelling Word Sort*, *Spell Words*, and the printable *Interactive Story: The Three Bears*.
- The materials provide a variety of activities and resources for decoding and encoding one-syllable and multisyllabic words in grade 2 using knowledge of syllable types and syllable division principles in decodable texts. For example, the *Wiley Blevins Teaching Phonics* lessons include activities for students to practice decoding and encoding in the *Interactive Stories*, *Short Reads Decodables*, and the *Read to Know Text Sets* in addition to the dictated sentences activities for encoding and writing about reading in the decodable lessons. For example, grade 2 students read "Thoughtful Surprises" in the lesson "Digraph *ph*." Students practice writing the spellings for *ph* and *igh* words such as *phone* and *sleigh*. They write the word *phone* and circle the digraph *ph*. The students practice reading decodable words and high-frequency words in context that build on previous instruction and write dictated sentences to practice encoding and "Write About Reading" to make connections to the text. For example, the students can write a thank you note that Grandpa Ralph and Grandma May could send to the children.
- The 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 that builds on previous instruction. For example, the *Wiley Blevins Teaching Phonics* grade 2 "Phonics Variant Vowels--a. *au, aw*" lesson provides a "Quick Check: Variant Vowels--a. *au, aw*" which is an activity where students identify the variant-vowel spelling in each word before reading the words in isolation several times. The lesson materials include the resource "Blend Words: Variant Vowels--a. *au, aw*" which is an activity where students read the words in isolation before spelling the words with a partner; "Blend Words" is available in digital or print form. The materials provide the resource "Build Words: Variant Vowels--a. *au, aw*" in both digital and print form. This encoding activity offers students the opportunity to spell words using the diphthong spelling patterns (-aw, -all, -alk, -awn, -ought, -aught).

- The 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 decodable connected text that builds on previous instruction. For example, the *Wiley Blevins Teaching Phonics* grade 2 "Phonics Variant Vowels--a. *au, aw*" lesson provides an "Interactive Story: Paws and Claws," which is an activity that allows students to practice decoding in connected text. The interactive story resource offers students the opportunity to practice encoding in connected text when directed to write about why the animals need claws. The lesson materials include the resource "Blend Words: Variant Vowels--a. *au, aw*" which is an activity where students use the words to create a story. The materials provide the resource "Build Words: Variant Vowels--a. *au, aw*" in both digital and print form. This activity offers students the opportunity to spell words using the variant-vowels spelling patterns (-aw, -all, -alk, -awn, -ought, -aught) in connected text because the materials instruct students to write sentences using the words built.

Foundational Skills

5.E.4	Morphological Awareness (1–3)	18/19
5.E.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR.2.A.1)	0/1
5.E.4b	Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR.2.A.1)(T)	4/4
5.E.4c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR.2.A.1 & 2.A.3)(S)	6/6
5.E.4d	Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR.2.A.1 & 2.A.3)(S)	8/8

The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for supporting 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 "Weekly Planning and Pacing Guide" includes a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS for grade 2. In grade 2, students identify the meaning of and use words with affixes un-, re-, -ly, -er, -tion, and -sion. The materials do not provide lessons for -est (comparative and superlative) and -ion, which is outlined in grade 2 TEKS. The scope and sequence in grade 2 include practice and review for decoding and encoding words with affixes and identifying the meaning of the words in the weekly lessons. For example, in week 11, the "Prefixes" lesson in the *Wiley Blevins Teaching Phonics* lessons includes a sequential lesson for teaching prefixes *un, re, in, dis, mis, over, pre, mid, and under*. Students blend and build words with these prefixes. The materials provide additional guidance for multilingual learners using Total "Physical Response," such as acting out how to blend words with affixes. Students build words with the "Magnetic Letter Tiles," spell words using the "Sound Boxes and Counters," write dictated words and sentences, decoding words with

prefixes in context in decodable readers. Additional digital and printable activities are included in the lesson for practice with decoding and encoding.

- The materials do not include explicit or direct instruction in vocabulary to help students identify the meaning of the words with affixes. The only instruction with meaning for the affixes is provided in the "Write to Transfer Sound to Spelling" lesson, where the teacher provides the meaning of /un/ meaning "not" or "opposite of" as an example. The materials tell the teacher to repeat with additional prefixes.

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 explicit and direct instruction for supporting the recognition of common morphemes and their meanings to support decoding, encoding, and reading comprehension. The *Read to Know Text Set Review Book 4: The Case of the Missing Scarf* includes direct instruction for grade 2 students to practice decoding, encoding, and comprehension in a decodable text. The decodable words with targeted sound spelling include words with inflection endings with spelling changes. The students read the text twice to practice decoding words with these endings and then answer teacher-guided questions to deepen their understanding of the story during the "Build Comprehension" lesson. In the "Extend the Discussion" part of the lesson, the students are encouraged to support their thinking with evidence from the text. Then, students write from dictation and about their reading to practice encoding.
- The materials include guidance for the teacher to provide explicit instruction for using common morpheme meanings to support decoding and encoding. For example, to support decoding, the *Wiley Blevins Teaching Phonics* grade 2 "Word Study Skills Suffixes -er, -ly" lesson provides teacher-guided support for modeling blending and building words. The lesson suggests the teacher write words with the suffix *-ly* and *-er* on the board. Then, point out the suffix, pronounce it, and blend the base word and suffix together. To model building words using suffixes *-ly* and *-er*, the lesson suggests the teacher write base words on the board and model combining the suffix to build the derivative. The lesson prompts the teacher to discuss the meaning of the base word and the suffix. Then, review the meaning and part of speech of the new word.
- The materials include guidance for the teacher to provide explicit instruction for using common morpheme meanings to support reading comprehension. For example, the *Wiley Blevins Teaching Phonics* grade 2 "Word Study Suffixes" lesson provides a "Printable Independent Activity: Suffixes," which is an activity that directs students to attach a suffix to a base word that makes sense in the sentence. This lesson includes the "Interactive Story: Too Many Adjectives and Adverbs." The interactive story provides an opportunity for students to read words with suffixes in context, and the teacher can support reading comprehension.

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)

- *Wiley Blevins Teaching Phonics* lessons include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review) in a variety of ways as they are taught and spiral previously learned morphological skills. For example, grade 2 students complete dictation practices in isolation and in context to develop and practice morphological skills. In the "Suffixes" lesson, grade 2 students can develop, practice, and reinforce grade-level morphological skills for the suffix -tion. The students blend and build words and write from dictation in the lesson to practice and reinforce the new spelling and meaning. For example, in "Step 2," The students underline the suffix in *definition* and practice blending the word parts together with the base word and suffix. The *Wiley Blevins Phonics From A to Z, 4th Edition*, resource provides the teacher with the meaning of -ion and -tion (act, process). This resource states only 4% of words include the -ion and -tion suffixes. Students then practice reading in context with the decodable readers.
- Materials include various activities and resources for students to develop, practice, and reinforce grade-level morphological skills in digital and printable activities and resources that spiral previously learned morphological skills. The *Read to Know Text Set 18: Exploring Our World* lesson includes a variety of digital and printable activities and resources for students to practice. For example, the resources provide a "Respond and Write: Explore the World" writing activity where students write about exploring places they would like to visit. This lesson provides a word bank with suffixes (tion) for students to access as they write words. This activity requires comprehension of the topic from the text.

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 *Wiley Blevins Teaching Phonics* lessons 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). Grade 2 lesson "Plurals" includes practice activities for decoding and encoding with suffixes to make words plural. For example, in the model blending lesson, the students practice with the "Blend Words: Plurals" activity after the teacher provides instruction on words like *trains, toys, foxes, and wishes* while underlining the plural ending of each word. When students engage in the activity, they are building fluency, spelling the word with a partner, and writing about it while creating a story. The "Interactive Story: One Too Many" is a decodable text for students to practice decoding in context, and the materials provide a *Read to Know Text 1: Two BIG Cats* for additional practice in decoding and encoding.
- The materials include various activities and resources for students to decode and encode words with morphemes in isolation. For example, the *Wiley Blevins Teaching Phonics* grade 2 "Word Study Suffixes" lesson provides directives in "Step 3" for the teacher to dictate the following words to students: *sad, walk, run, fly, bike, and quick*. After building the words using magnetic letter tiles, students add suffixes: -s, -ed, -ing, -er, est, and -ly to the words and read

the words to a partner. This lesson provides an opportunity for students to decode words with morphemes in isolation in the resource "Quick Check: Suffixes" as well as in the "Blend Words: Suffixes." After reading the words in the "Blend Words" activity, students must write the same words as a partner dictates. Another resource the materials provide to give students more practice decoding and encoding words with morphemes in isolation is the "Printable Learning Center Activity: Suffixes" called "Spin It!" and students use a suffix spinner to create derivatives.

- The materials include various activities and resources for students to decode and encode words with morphemes in decodable connected text that builds on previous instruction. For example, the *Wiley Blevins Teaching Phonics* grade 2 "Word Study Suffixes" lesson provides a resource called "Interactive Story: Too Many Adjectives and Adverbs," which includes the following words with morphemes in connected text: *joyful, hopeful, playful, helpful, cheerful, twisty, twitchy, itchy, pesky, hairy, slimy, largest, oldest, meanest, tallest, and longest*. This resource then allows students to encode words with suffixes when writing a sentence to answer a question about the text. Another resource to promote decoding words with morphemes in a connected text that this lesson includes is the text "Jobs People Do" from the *Read To Know Text Sets*. This text includes the following words: *quickly, safely, harder, funny, making, lucky, testing, getting, things, goods, places, crops, farmer, plants, harvests, clerks, workers, helpers, pets, teachers, reading, jobs, kids, seeds, picking, messes, and dropping*. This same text includes encoding words with morphemes when students are asked to write about the story. The resource "Independent Activity: Suffixes" also provides an encoding in connected text opportunity because students connect a suffix to a base word to complete a sentence.