

Publisher Name	Program Name
Amplify Education, Inc	<i>Amplify TX ELAR Skills</i>
Subject	Grade Level
English Language Arts and Reading	2

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

### IMRA Reviewers

#### Flags for Suitability Noncompliance

N/A

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

#### Flags for Suitability Compliance

1

Indicator	Count of Flags
Alignment with Public Education’s Constitutional Goal, 2.1.1	1
Promoting Sexual Risk Avoidance, 6.2	N/A

#### Alleged Factual Errors

N/A

### Public Feedback

#### Flags for Suitability Noncompliance

N/A

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

#### Alleged Factual Errors

N/A

#### Public Comments

N/A

# Quality Review Summary

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

## Strengths

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

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

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

## Challenges

- No challenges were indicated for this material

## Summary

Amplify ELAR Texas is a K–3 phonics program that offers a comprehensive, structured approach to literacy and phonics instruction. The program integrates phonemic awareness, phonics, fluency, vocabulary, and comprehension into every lesson. It provides detailed daily instructional guidance, including sequences and routines that feature modeling, guided practice, and opportunities for reading and writing applications. In addition to classroom resources, the program offers tools to enhance family engagement. Each unit includes an overview to educate families about the curriculum and provides practical ways they can support their students at home. Resources such as letter cards, reading passages, and spelling practice are also available to help students further learning outside the classroom.

Campus and district instructional leaders should consider the following:

- The program includes differentiated instruction opportunities to meet the needs of all learners at varying levels of ability, including opportunities for intervention and extension. Within each lesson, sentence stems are included for the teacher to use with their English Language Learners as advised by the ELPS. The stems included in each lesson are also differentiated to meet students at beginner, intermediate, and advanced levels.
- The program also includes both diagnostic and instructional assessments. Teachers can administer diagnostic assessments at the program's beginning, middle, and end to evaluate student progress. These assessments are adaptive, following an “if-then” structure: if a student achieves a particular score, the following appropriate assessment is administered, or testing is stopped. Instructional assessments are embedded throughout each unit and at the end to evaluate skills learned, including spelling patterns and student fluency.

## Intentional Instructional Design

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

The materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught within each unit of the course. Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, 210). Materials explain the rationale for the unit order and how the concepts connect throughout the course. Materials include guidance, protocols, and unit and lesson internalization templates. Materials include resources and guidance to support administrators and instructional coaches in implementing the materials as designed.

Evidence includes, but is not limited to:

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

- The materials include a scope and sequence curriculum map that outlines the TEKS, ELPS, concepts, and knowledge taught within each unit. This curriculum map provides the duration of the unit in days, the number of recommended pausing days, and any accompanying unit assessments on a one-page document for each unit. The map also offers a summary of upcoming unit learning. For example, the Unit 2 summary states, “This unit focuses on various spellings with an emphasis on vowel sounds. Students read one- and two-syllable words as well as contractions. They practice with a number of high-frequency Tricky Words.” Below the unit summary, the curriculum map gives a bulleted list of expected unit learning outcomes. A table at the bottom of the document lists the instructed and assessed TEKS and the correlating ELPS.
- Each unit provides a correlating teacher guide with a scope and sequence section. The grade 2 scope and sequence consists of five pages in a bulleted list. It addresses phonological awareness, letter-sound correspondence, high-frequency words, spelling, reading and

comprehending decodable stories and other texts, and the writing process. This document does not include the TEKS or ELPS.

- Each grade 2 teacher’s guide includes a document that lists the TEKS introduced in the unit. The list provides the TEKS number in conjunction with the TEKS full textual descriptions. Additionally, a similar document lists the ELPS with their full textual descriptions and their correlation to the unit.

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

- The materials include a pacing guide for grade 2 that specifies the number of days allotted for each unit and suggested pausing points. The total unit length is 184 days, with 148 days for instructional lessons, 30 days for pausing points, and six days for assessments. A pacing guide in table form outlines the number of days for each unit and includes recommended pausing points. The table shows the pacing of the material across 41 instructional weeks.
- The materials include an Adjusted Pathways document for varying school or district calendars. This document recommends adjusting instructional days by reducing or eliminating pausing points or assessment days or adding activities if needed. An interactive table within the document is available to help calculate and adjust the number of days for each curriculum section.

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

- The rationale behind the unit order and the connections between concepts are detailed in multiple materials sections. The Program Overview for Leaders Pacing and Coherence Document states: “Amplify Texas units and lessons are designed to systematically build on skills and concepts taught in previous units and/or grades. Therefore, it is highly recommended that units and lessons are taught as outlined in the program.”
- Each Skills Unit Teacher Guide contains an introduction at the beginning that provides an overview of the unit. This includes what students will start learning, what they will learn later, and what they have already learned in previous units. The introduction also explains how the current content integrates with previous knowledge. For example, the Skills Unit 6 Teacher Guide states, “In Unit 6, students will continue to review grammar skills introduced in previous units. In addition to the parts of speech they already know—common and proper nouns; present-, past-, and future-tense verbs; and adjectives—students will learn to identify and use adverbs.”
- Each unit's Skills Unit Teacher Guide includes a letter to the teacher in the Introduction section outlining the program. For example, Skills Unit 1 states: “The program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later, it teaches spelling alternatives for sounds that can be spelled in several different ways. The system is kept simple at first, and complexity is added gradually as students gain confidence and automatize their reading and writing skills.”

- In Skills Unit 3, the introduction details how new sounds and spellings will be taught within the unit: “Each sound is given a multi-day treatment. On the first day you will do a board sort to preview the spellings for the sound. You will also set up a Spelling Tree—a graphic organizer that allows you to sort words by spelling—adding new words over a period of several lessons. You will update this Spelling Tree as students are formally introduced to the spelling alternatives for the sound and perform a series of word sorts.”

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

- The materials offer additional support activities within each lesson, as found in the teacher guide. These activities include teacher directions, a suggested activity, and the location of the procedure within the teacher guide. For example, in unit 6, lesson 6, under “Additional Support,” the teacher has options for “More Help With Tricky Spelling ‘EA’” or “More Help With R-Controlled Vowels.” The ancillary components in the online resources that can be used for extra phonics practice. For grade 2, these ancillary components include a consonant flip book, individual code chart, spelling cards, and a vowel flip book.
- The materials provide extension activities for one or more lessons in the teacher guide for each unit. For example, the extension activity in unit 2 encourages the teacher to further student learning for those successful at distinguishing the sounds in isolation by having them listen for the vowel sound embedded in the words that follow.
- The materials provide take-home pages with instructions in English and Spanish for family members to support their student's progress at home. For example, in unit 2, on a take-home page, the directions state, “Dear Family Member, These are our spelling words for this week. The spelling words on which your student will be tested are the contractions listed in the second column, plus the one Tricky Word. When practicing spelling contractions this week with your student, please also review the two words that form the contraction. For example, one way to practice would be to say two words, (e.g., it is), and then ask your student to write the contraction (e.g., it’s).” The materials provide Spanish versions of the instructions for each take-home activity page in the online resources.
- In the online resources, the materials include fluency packets for grade 2. According to the materials, the purpose of the fluency packet is “to accompany the program’s Grade 2 materials. It consists of poetry, fiction, nonfiction, and Reader’s Theater selections. These additional text selections provide opportunities for students to practice reading with fluency and prosody (expression).”

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

- The Overview for Leaders is presented in the form of a participant notebook. According to the overview, “This is an excerpted version of the Participant Guide used during professional development sessions designed especially for administrators and other leaders. During the session, participants are guided through the steps for creating a step-by-step plan for

successful implementation, take a deep dive into the program design and materials, and learn about ways to support their educators and students.”

- The digital materials include an implementation matrix within the program overview for leaders. The matrix outlines steps for implementing materials and practices across various areas, such as Instructional Resources, Lesson Delivery, Adapting Instruction, and Pacing and Coherence. It covers different stages of implementation, including Foundation, Initial Implementation, Full Operation, and Innovation.
- The digital materials include an observation tracker to support administrators and coaches when viewing instructional implementation. The tracker consists of categories such as Instructional Resources, Instructional Delivery, Engagement, Adapting Instruction, Classroom Procedures, Pacing and Coherence, and Physical Space. Each category includes four parts: Foundational Knowledge, Initial Implementation, Full Operation, and Innovation. While this document does not explicitly guide administrators and instructional coaches on implementation, it can be used as a tool for supporting resource use.



## Intentional Instructional Design

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

**The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.**

Evidence includes, but is not limited to:

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

- The materials include an introduction at the beginning of each teacher guide. The introduction outlines what students will learn throughout the unit and what skills the lessons will review from previous units. For example, the introduction to Unit 4 states, “Unit 4 is devoted to introducing more spelling alternatives for vowel sounds and three tricky spellings.”
- The introduction at the beginning of the teacher guide provides the background content knowledge needed to teach the concepts effectively. For example, the introduction to Unit 4 states, “Unit 4 is devoted to introducing more spelling alternatives for vowel sounds and three tricky spellings. Remember vowel sounds and their spellings are the most challenging part of the English writing system. Only two vowel sounds are almost always spelled just one way (/a/ and /ar/). The other seventeen vowel sounds have at least one significant spelling alternative. Several of them have many spelling alternatives. Many opportunities are provided in this unit for review of the spelling alternatives.”
- The introduction at the beginning of the teacher guide provides background content knowledge and pedagogical strategies to teach the concepts effectively. For example, regarding Tricky Spellings in Unit 6, “Remember that as more and more tricky spellings are introduced, it increases the challenge that students face when reading. Remind them to use their puzzling skills, such as chunking words into syllables, trying alternative sounds for specific spellings, referring to the Individual Code Chart and Spelling Trees, and using context when they encounter challenging words. If you find that students still need additional practice decoding these tricky spellings, you can choose among tricky spelling activities listed in the Additional Support activities at the end of the lessons and in the Pausing Point.”
- The introduction in the teacher guide for each unit provides the teacher with definitions and examples for academic vocabulary. For example, the introduction in Unit 1 defines separated tricky spellings by stating, “The consonant list for Unit 1 also illustrates another kind of

complexity in our writing system: the existence of what we call tricky spellings. When a spelling can represent more than one sound, we say it is a tricky spelling. For example, notice the tricky spelling ‘s’ can stand for /s/ as in cats or /z/ as in dogs.”

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

- The materials offer additional support activities within each lesson, as found in the teacher guide. These activities include teacher directions, a suggested activity, and the location of the procedure within the teacher guide. For example, in unit 6, lesson 6, under “Additional Support,” the teacher has options for “More Help With Tricky Spelling ‘EA’” or “More Help With R-Controlled Vowels.” The ancillary components in the online resources that can be used for extra phonics practice. For grade 2, these ancillary components include a consonant flip book, individual code chart, spelling cards, and a vowel flip book.
- The materials provide extension activities for one or more lessons in the teacher guide for each unit. For example, the extension activity in unit 2 encourages the teacher to further student learning for those successful at distinguishing the sounds in isolation by having them listen for the vowel sound embedded in the words that follow.
- The materials provide take-home pages with instructions in English and Spanish for family members to support their student's progress at home. For example, in unit 2, on a take-home page, the directions state, “Dear Family Member, These are our spelling words for this week. The spelling words on which your student will be tested are the contractions listed in the second column, plus the one Tricky Word. When practicing spelling contractions this week with your student, please also review the two words that form the contraction. For example, one way to practice would be to say two words, (e.g., it is), and then ask your student to write the contraction (e.g., it’s).” The materials provide Spanish versions of the instructions for each take-home activity page in the online resources.
- In the online resources, the materials include fluency packets for grade 2. According to the materials, the purpose of the fluency packet is “to accompany the program’s Grade 2 materials. It consists of poetry, fiction, nonfiction, and Reader’s Theater selections. These additional text selections provide opportunities for students to practice reading with fluency and prosody (expression).”

## Intentional Instructional Design

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

**The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).**

Evidence includes, but is not limited to:

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

- The materials include a detailed lesson overview at the beginning of each lesson, featuring daily objectives listed under the title “Primary Focus of Lesson.” For example, in Unit 3, Lesson 6, the daily objectives and TEKS standards for foundational skills are: “Students will provide words for sorted columns featuring /oe/ > ‘o\_e’, ‘o’, ‘oe’, and ‘oa’, and will read words with these features and attach them to the appropriate branch of the Spelling Tree. (TEKS 2.2.B.iii) and Students will read and answer yes/no questions featuring words with /ae/ sound/ spellings and will read pairs of words with /a/ and /ae/ spelling patterns and will determine if the spellings produce identical sounds (TEKS 2.2.B.iii)”.
- Each lesson plan features a section titled “Lesson at a Glance,” which lists the skills being taught, grouping, suggested time, and needed materials. The lesson plans also include instructional assessments. These assessments are listed with their location or type, title, and the coordinating TEKS. For example, one instructional assessment in Skills 1, Lesson 5, is written as “Observation, Dictation Journal, TEKS 2.2.C.i”.
- The lessons within each unit include the suggested time for each activity and scripted instructions for the teacher. For example, unit 6, lesson 5, instructs the teacher to “Asks

students to turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.”

- The materials include content language standards within each lesson. These standards are located in the sidebar under the title “English Language Learners,” marked with an image of a hand. For example, unit 3, lesson 2 states, “Before reading the leaves for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you show each image” noting ELPS 1.D, 3.J.

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

- The materials include a lesson overview outlining the suggested timing for each lesson component at the beginning of each lesson in the section titled “Lesson At A Glance.” For example, in unit 4, lesson 17, the overview allocates 45 minutes for foundational skills and 20 minutes for reading. Under these categories, the “Lesson At A Glance” further distributes the time to specific activities. For instance, under foundational skills, the materials allot 10 minutes for Reviewing Vowel Sounds, 15 minutes for Introducing /ee/ > ‘y’ and ‘ey’ and 15 minutes for Practicing /ee/ > ‘y’ and ‘ey’.
- Lessons include an overview that outlines the time required to teach each component of the lesson. For example, in Unit 6, lesson 24, the overview allocates 30 minutes for reading and 30 minutes for language. Under reading, the guide allows 10 minutes for a chapter review and 20 minutes for close reading.

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

- The materials include a lesson overview listing the necessary materials for teachers and students. The “Lesson At A Glance” section of the teacher guide details the required materials for each part of the lesson. For example, in Unit 4, Lesson 1, the needed materials include a vowel code flip book, an individual code chart, blue markers, a spelling tree and leaves, and a chart.
- Lessons within the materials feature an advanced preparation section. This section provides instructions for teachers to prepare the materials listed in the “Lesson At A Glance” section, most of which are intended for teacher use. For example, in Unit 1, Lesson 21, the teacher is instructed to prepare groupings for an activity and create index cards that include the tricky words for the lesson.

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

- The materials offer additional support activities within each lesson, as found in the teacher guide. These activities include teacher directions, a suggested activity, and the location of the procedure within the teacher guide. For example, in unit 6, lesson 6, under “Additional

Support,” the teacher has options for “More Help With Tricky Spelling ‘EA’” or “More Help With R-Controlled Vowels.” The ancillary components in the online resources that can be used for extra phonics practice. For grade 2, these ancillary components include a consonant flip book, individual code chart, spelling cards, and a vowel flip book.

- The materials provide extension activities for one or more lessons in the teacher guide for each unit. For example, the extension activity in unit 2 encourages the teacher to further student learning for those successful at distinguishing the sounds in isolation by having them listen for the vowel sound embedded in the words that follow.
- The materials provide take-home pages with instructions in English and Spanish for family members to support their student's progress at home. For example, in unit 2, on a take-home page, the directions state, “Dear Family Member, These are our spelling words for this week. The spelling words on which your student will be tested are the contractions listed in the second column, plus the one Tricky Word. When practicing spelling contractions this week with your student, please also review the two words that form the contraction. For example, one way to practice would be to say two words, (e.g., it is), and then ask your student to write the contraction (e.g., it’s).” The materials provide Spanish versions of the instructions for each take-home activity page in the online resources.
- In the online resources, the materials include fluency packets for grade 2. According to the materials, the purpose of the fluency packet is “to accompany the program’s Grade 2 materials. It consists of poetry, fiction, nonfiction, and Reader’s Theater selections. These additional text selections provide opportunities for students to practice reading with fluency and prosody (expression).”

## Progress Monitoring

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

Evidence includes, but is not limited to:

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

- The materials include various assessment tools for measuring phonics skills, such as diagnostics, summative assessments, and formative assessments at the unit and lesson levels.
- In grade 2, materials include a beginning-of-the-year diagnostic assessment in Unit 1, Lessons 6 through 10. This assessment evaluates all students for grade-level readiness. Scoring instructions and placement planning sheets provide opportunities for teachers to score and document student performance, guiding further assessment. For example, the teacher instructions for the story reading assessment in Lesson 8 state, “Enter students’ scores on the same Placement Planning Sheet. Those students who were able to answer five or more of the questions correctly will take the ‘Sink or Float’ assessment during the next lesson. Students who answered four or fewer questions correctly will take the Word Reading Assessment during the next lesson to help you determine placement for those students.”
- The program overview informs teachers that two assessment opportunities are included in every lesson. Formative assessment opportunities gauge individual student understanding and proficiency, while quick checks for understanding monitor whole-class progression. On

the first page of every lesson, a list of formative assessments is provided, detailing the type of assessment, title, TEKS being assessed, and materials needed. Unit 4, Lesson 4 provides an opportunity for teachers to formatively assess student mastery of decoding “The Drummer Boy” through observation and provides anecdotal reading records for documenting these observations. An example of a quick check for understanding can be found in Unit 5, Lesson 2, where students are asked to complete word sorts and participate in discussions.

- Materials include a variety of summative instructional assessments at the unit level. These assessments are in the Teacher’s Guide at or near the end of each unit. For example, in grade 2, Unit 5, the assessment spans Lessons 26 through 30. The assessments entail group and individual Student Performance Assessments, including reading comprehension, grammar, decoding, and alphabetizing.
- Among the various types of formative assessments included in the materials are grammar assessments. In Unit 4, Lesson 22, students demonstrate their understanding by answering multiple-choice, short-answer, and fill-in-the-blank questions that challenge them to identify grammatically correct sentences and rewrite sentences to make them grammatically correct.

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

- The Assessment Guide, available in the online program resources, includes definitions and intended purposes for the types of instructional assessments within the materials. The guide provides a table outlining each type of assessment, its purpose, and how the data are used. For example, according to the guide, daily formative assessments determine individual student and class mastery of identified TEKS aligned with the primary objectives of the lesson. These assessments allow the teacher to gauge individual student understanding and inform small group instruction. The guide explains the purpose of unit assessments as “evaluations of “students’ learning of the content in the unit.” These assessments also inform small group instruction.

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

- The introduction of each Teacher Guide provides guidance to ensure consistent and accurate administration of instructional assessments. For example, the introduction of Unit 1 informs teachers, “In Lesson 22, you will be prompted to administer a multipart end-of-unit assessment. Students will independently read a new story in *The Cat Bandit* and then answer written comprehension questions about the selection. During the Word Recognition Assessment, students will look at several words on the designated activity page and circle the written word that matches the spoken word you say. The distractors included representing frequent sound/spelling confusions.”
- The materials include teacher guidance for administering assessments in the introduction and throughout the pages of every lesson. For example, in grade 2, the formative assessment in

Unit 5, Lesson 5, is a spelling assessment that provides descriptive instructions for the teacher to follow. These instructions include: “Students will use Activity Page 5.1 for the assessment. Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word.”

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

- The online materials provide a curriculum map that notes the TEKS aligned with each unit's formative and summative assessments. For example, the curriculum map specifies that the unit assessment for Unit 3 will be administered in Lesson 25 and lists the TEKS that will be formatively assessed. These TEKS include: 2.1.A , 2.2.B.i, 2.2.B.iii, 2.2.B.vi, 2.2.C.i, 2.2.C.ii, 2.2.C.iv , 2.2.C.vi, 2.3.D , 2.4 , 2.6.B , 2.6.F , 2.6.G , 2.7.B , 2.7.C , 2.8.B , 2.8.C , 2.1 1.A , 2.1 1.B.ii, 2.1 1.D.ii, 2.1 1.D.iii, 2.1 1.D.iv , 2.1 1.D.v , 2.1 1.D.vii, 2.1 1.D.ix , 2.1 1.D.x , 2.1 1.D.xi, 2.1 2.A. Each of these TEKS are taught and/or reviewed in Unit 3.
- The materials include detailed lesson plans that specify the TEKS for each formative and summative assessment and the corresponding lesson components and TEKS addressed. For example, Unit 5, Lesson 5 includes a formative assessment on TEKS 2.2.C.iv and 2.2.D, which are standards covered within the lesson's foundational skills.

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

- Instructional assessments include standards-aligned items at varying levels of complexity. For example, the formative assessment in Unit 2, Lesson 4 allows students to demonstrate mastery through fill-in-the-blank and multiple-choice questions. Additionally, Lesson 33 includes questions that require an oral response.



## Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The materials include an Assessment Guidance document that provides teachers with grading expectations, additional considerations, and information on specific assessment types, such as unit assessments. The document states that data from unit assessments “Allows teachers to evaluate student learning of the unit's content and informs small group instruction.”
- The materials provide scoring information and analysis within lessons. For example, in Unit 3, Lesson 2, the reading assessment clearly explains how to record anecdotal notes for each student as they read, focusing on errors in fluency and prosody.
- The materials also include guidance for scoring and analyzing summative assessments. In Unit 5, Lesson 26, the teacher administers the unit assessment for reading comprehension. Instructions for responding to student performance include the following: “A score of less than 8 correct out of 11 should prompt additional testing. In Lessons 28–30, you will work one-on-one with students to have them read the story aloud and answer the questions orally to determine if their original performance reflects poor decoding skills, a lack of comprehension, or perhaps the result of rushing to finish the assessment.”

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

- The materials include instructional strategies to support students who need additional assistance. These strategies are found in each lesson under “Additional Support” in the Teacher Guide. For example, the suggested additional support in Unit 6, Lesson 3, for students who did not master the /e/ sound and its spelling instructs the teacher to pair the students and

have them participate in a game where they compete to read words with the /e/ sound successfully.

- The materials also include pedagogical guidance on responding to students who do not master assessed content on summative assessments. In Unit 4, the teacher administers the mid-year fluency assessment. The lesson materials include a section on analysis that provides suggested activities for students who receive a rating of “improving.” These activities involve spending dedicated time pre-teaching tricky spellings and multisyllabic words before having the students read independently. It also suggests giving students additional opportunities to read the stories multiple times.
- The digital materials include a Corrective Feedback Planning Tool that assists teachers in creating and delivering targeted corrective feedback. The tool features a bulleted list of common errors and misconceptions and suggested scripted feedback for each skill category included in the materials. Additionally, the tool provides a template for teachers to plan and document their feedback.

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

- The digital materials include a reflection sheet that allows students to note their strengths and learning opportunities. This sheet consists of the following sentence stems for students to use while reflecting: “This week I learned \_\_\_\_\_. I liked learning \_\_\_\_\_ because \_\_\_\_\_. I can \_\_\_\_\_ really well. I need help with \_\_\_\_\_. My goal for next week is \_\_\_\_\_.” The sheet also includes a section for teachers to add comments in response to the student reflections. This material is available in both English and Spanish.

## Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
3.1a	<a href="#">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.</a>	3/3
3.2b	<a href="#">Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)</a>	2/2
3.1c	<a href="#">Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.</a>	3/3

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

Evidence includes, but is not limited to:

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

- The materials include specific recommendations for differentiated and small group activities to support students who have not yet reached proficiency in grade-level content and skills. In Unit 2, Lesson 6, the lesson plan provides a foundational skills remediation activity for sound and spelling review. This activity involves two student groups completing the same task, with the small group receiving teacher assistance. It is suggested that the teacher also “use the Spelling Trees to show students words with these spellings and practice reading words aloud.”
- Additional support activities are provided at the end of each lesson to reinforce the content and skills taught. For example, activities in grade 2, Unit 3 suggest reinforcing understanding of vowel digraphs. One activity, “Race to the Top,” involves students competing with their partners to successfully read each word, ensuring they are the first to climb the ladder.
- The digital materials include a document titled “Support For All Learners,” which guides supporting all learners, including those who have not yet reached proficiency in grade-level content and skills. The document includes a section titled “Best Practices and Strategies for Supporting All Learners,” covering both “Best Practices Embedded Within the Lessons of the Core Curriculum” and “Additional Strategies That Can Be Incorporated Into the Core Curriculum.” One example of an additional strategy from the document is the “Use of scaffolding tools, such as mnemonic strategies, graphic organizers, anticipation guides, and class notes in both print and digital form to enhance student learning.”

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

- The materials include lesson plans featuring core vocabulary preceding Reading lessons in the Skills strand. The vocabulary is listed in a table under each lesson's "Reading" section and grouped by instructional tier. For example, in Unit 1, Lesson 1, the vocabulary word "offer" is classified as a tier two "General Academic Word." In contrast, the word "cabin" is classified as a tier one "Everyday Speech Word."
- The materials also include embedded supports for unfamiliar vocabulary in lessons throughout the units. This support is detailed in the sidebars under "English Language Learners." For example, in grade 2, Unit 2, Lesson 1, it suggests that the teacher "Show students the image of window curtains, say 'drapes,' and explain that this is another word for curtains. Have students repeat the word after you. Next, show the image of the lantern, tell students the lantern is glinting, and explain that this is another way to say it is flashing. Have students repeat the word after you. Finally, say 'slumped' and demonstrate how you would look when feeling dejected, falling down slightly. Have students repeat the word and mimic your actions. Repeat with the image you prepared for the phrase 'pitch black.'"

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

- The materials allocate a fifteen-minute section of lessons throughout the units for differentiated instruction. For example, in Unit 5, Lesson 6, the teacher groups students based on their understanding of the content. Students needing more review will complete Activity Page 6.1, while students ready to work independently will receive Activity Page 6.2, which challenges them to hunt for different parts of speech within a given story.
- The digital materials include a document that provides guidance on supporting all learners, including gifted and talented students. This document suggests engagement and enrichment activities such as exploring areas of interest, guided or independent research, and additional reading. It includes a section titled "Best Practices and Strategies for Supporting All Learners," covering both "Best Practices Embedded Within the Lessons of the Core Curriculum" and "Additional Strategies That Can Be Incorporated Into the Core Curriculum." For example, the "Best Practices Embedded Within the Lessons of the Core Curriculum" column highlights challenges posed in the sidebar throughout each unit. In Unit 2, Lesson 1, the Challenge instructs teachers to "Have pairs of students hunt for words in a teacher-selected book for exceptions to the 'a\_e' and 'i\_e' rules (have, give, fire). Students write the found words on slips of paper and separate them into two piles, separating the 'a\_e' and 'i\_e' words."

## Supports for All Learners

3.2	Instructional Methods	13/13
3.2a	<a href="#">Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).</a>	6/6
3.2b	<a href="#">Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.</a>	4/4
3.2c	<a href="#">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.</a>	3/3

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

Evidence includes, but is not limited to:

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

- The materials include instructional routines in lessons to support the teacher in modeling, explaining, and communicating the concepts. In Unit 3, Lesson 8, the instructional routine for tricky spellings begins with the teacher reviewing the spellings for /oe/, then using the spelling tree and vowel code flip book to introduce a new spelling for the same sound. Students find the spelling in their individual code charts and review the steps for highlighting the spelling in different words.
- Throughout the materials, scripted instructions support teachers when presenting initial lessons. In Unit 4, Lesson 2, teachers are instructed to point to “modern,” “sunburn,” and “blackbird” and say, “In 'modern,' I see two vowel sounds (/o/ and /er/) on either side of one consonant. Note that in r-controlled vowels, ‘r’ works with the vowel to make one sound.” The teacher then underlines the vowel sounds and says, “When only one consonant comes between two vowels, I divide after the first vowel sound. So I will divide the word like this: mo•dern.”
- The materials include prompts and guidance to support the teacher in explaining and communicating the concepts to be learned. These instructions are provided at the lesson level. For example, in grade 2, Unit 4, Lesson 4, the teacher is prompted to review the /ie/ sound and the different ways to spell it. The teacher then writes words pronounced with /ie/ on the board, such as “spider” and “silent.” This is followed by further prompting and guidance for the teacher to continue teaching the concept until reaching the check for understanding.

- The materials provide prompts and guided instructions to assist teachers in communicating, explaining, and modeling concepts directly and explicitly. Each unit's lessons in the Teacher Guide instruct teachers on how to deliver instruction. For example, in Unit 5, Lesson 15, the teacher is prompted to “model how to drop the final 'e' and add -tion to form the word 'substitution’” during the foundational skills component of the lesson.

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

- The materials provide teacher guidance and recommendations for effective lesson delivery at the start of each unit. For example, in the introduction to Unit 4, guidance is provided for teaching new spelling patterns. The section begins by highlighting how the concept was previously taught as tricky words but will now be approached differently. The introduction states, “Once you have taught ‘e’ as a spelling alternative for /ee/, the words he, she, we, be, and me no longer need to be treated as Tricky Words. They can be described as members of a larger spelling pattern that includes words like prefix and repeat.” The introduction advises teachers to eliminate the tricky word wall and move these words to a decodable word wall.
- The Teacher Guide offers comprehensive guidance on effective lesson delivery and facilitation using diverse instructional approaches. For example, in Unit 4, tricky spellings are taught through various methods: Lesson 18 uses a word sort, while Lesson 6 uses a digital component to teach the content.

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

- The materials include teacher guidance and recommended structures to support effective implementation, detailed in the “Lesson at a Glance” section at the beginning of each lesson. This section outlines the groupings for each component of the lesson. For example, Unit 5, Lesson 5 includes a mix of whole-group, whole-group/partner, and partner activities for different lesson components.
- The materials provide students with various options for practicing and applying the concepts learned. Unit 3, Lesson 9 offers an activity for students to review the week’s Tricky words. The teacher guide instructs teachers to” Assign partners. Tell student pairs that they will give each other a “spelling test” on today’s Tricky Words. Have one student say a Tricky Word aloud while the other student writes it down, taking turns and choosing a new word with each turn. Encourage students to sound out the word as they write it in their journals, paying attention to the tricky spellings in the words.”
- The materials provide various options for students to practice and apply the concepts learned. In Unit 6, Lesson 9, students will reread “The War Hawks” in small groups during the reading component. Students in Group 1 read at the table with the teacher, while students in Group 2 have the option to reread the story independently or with a partner.

## Supports for All Learners

3.3	Supports for Emergent Bilingual Students	11/11
3.3a	<a href="#">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.</a>	<b>2/2</b>
3.3b	<a href="#">Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.</a>	<b>1/1</b>
3.3c	<a href="#">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.</a>	<b>8/8</b>
3.3d	<a href="#">If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.</a>	<b>Not scored</b>

The materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language. Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

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

- The materials feature dedicated sections in the lesson plans tailored for emergent bilingual students), which include accommodations based on levels of language proficiency (Beginning/Intermediate/Advanced) and strategies for supporting foundational skills. These sections, titled “English Language Learners,” are consistently found in the sidebar throughout the Teacher Guide for each unit. For instance, in Unit 3, Lesson 2, the support provided for English Learners instructs: “Before reading the leaves for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you display each image.”
- The online materials include a document titled “Support for All Learners,” which features “Best Practices Embedded Within the Lessons of the Core Curriculum” and additional strategies that can be integrated into the core curriculum. This document dedicates three pages to foundational skills support for English learners, detailing ELPS (English Language

Proficiency Standards) with corresponding strategy examples, guidelines for using them, and sample instructional routines.

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

- Materials include implementation guidance to assist teachers in effectively utilizing the resources within state-approved ESL programs, offering an overview of how the K–3 materials support language development. This information is prominently featured at the beginning of the online document titled “Support for All Learners.” The document underscores that the “Amplify Texas Elementary Literacy Program incorporates linguistic accommodations for emergent bilingual students, encompassing appropriate communication, sequencing, and scaffolding of English language content aligned with students’ varying levels of English language proficiency.”
- The “Support for All Learners” document includes a detailed table delineating strategies outlined in the materials and their correlation to the ELPS (English Language Proficiency Standards). For instance, ELPS 2.B features strategy examples such as “Having students identify and provide oral rhyming words or words with alliteration.” The document advises when to implement these strategies, such as during oral warm-ups, with existing ESL lesson support, or during small group interventions. Each strategy is further elucidated in a sample routine structured into four components: introduction, modeling, examples, and practice.

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

- The materials provide teacher guidance to support bilingual students in developing academic vocabulary, enhancing comprehension, building background knowledge, and fostering cross-linguistic connections. The Teacher Guide incorporates support for emergent bilingual students tailored to their proficiency levels alongside tips for reinforcing foundational skills. For example, in Unit 5, Lesson 13, the guidance suggests, “During the independent task, distribute the booklets and have students say each word and circle the target sound. As the new leaves go up on the tree, show students how to follow along by matching their leaves to yours. As an alternative, ask students to add images to the word leaves you provided.”
- The materials include a “Support for All Learners” document accessible online within program resources. This document outlines “Additional strategies that can be integrated into the Core Curriculum” to assist teachers in supporting bilingual students. Strategies encompass using visuals (such as photos and graphs) and realia (real-life objects like maps and menus) to connect with the new language, employing dual language texts and bilingual dictionaries to aid language acquisition and knowledge building, utilizing Total Physical Response (TPR) strategies to bolster language and vocabulary learning, and promoting biliteracy by encouraging students to engage in reading, speaking, and writing in their home language while completing academic tasks both in class and at home.



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

- The materials include opportunities to address metalinguistic transfer. For example, in Unit 3, Lesson 2, teachers explain consonant sound pairs by voiced and unvoiced sounds. A note reminds teachers: “Spanish speakers may need guidance in producing the /h/ sound for the letter ‘h’ because in Spanish, ‘h’ does not represent a sound. In English, ‘h’ stands for the /h/ sound. To make the /h/ sound, open your mouth slightly and let the breath out of the back of your throat.”
- Unit 4, Lesson 5, includes guidance to share with students about exclamation point usage. The guidance reminds us that Spanish uses an inverted exclamation mark at the beginning of a sentence and a “right-side-up” exclamation at the end. It advises teachers to explain the difference to avoid confusion.

## Phonics Rule Compliance

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

Evidence includes, but is not limited to:

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

- The materials include systematic phonics instruction on sound-symbol correspondence. In Unit 6, Lesson 8, students are introduced to the sound-symbol correspondences for /er/ as *-ar* and *-or*. The words used to introduce these sounds are *ar* as /er/ (dollar) and *-or* as /er/ (work). Students use their Individual Code Chart to note the sounds and symbols and add the words to their personal spelling tree for reference during practice. The lesson proceeds with more examples and concludes with independent practice from the student activity book, requiring students to decode and identify the sound /er/ in a list of words.
- The materials provide strategically sequenced phonics instruction that progresses from simple to more complex concepts. In the first three lessons of each unit, skills start with identifying and sorting, then move to reading and writing, and finally to chunking words with alternative sound/spelling correspondences. For example, Unit 5 introduces alternative sound/spelling correspondences such as /u/ as *o*, *ou*, and *o\_e*. In Lesson 1, the primary focus is on identifying, reading, and sorting words with these features. In Lesson 2, the objective shifts to writing words with these features. Lesson 3 continues the progression by incorporating syllable chunking and sentence context to determine the correct pronunciation and meaning of words with these features.
- The grade 2 materials include systematic and sequenced phonics instruction, with lessons that build upon previously taught skills. For example, in Unit 4, Lesson 2, students learn the sound/spelling for /i/ as *y* and read single and multisyllabic words with /i/ as *y* and /i/ as *i*.

Lesson 3, students read word pairs featuring /y/ as y and /i/ as y, determining whether y makes the same sound in both words.

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

- The materials include explicit and intentional phonics lessons with teacher-led instruction that clearly and specifically teach skills through concise explanations, modeling, practice, and feedback. Each unit provides daily opportunities for explicit phonics instruction and practice. The lessons begin with a review of a previously taught skill as a warm-up. For example, the warm-up reviews rhyming words in Unit 1, Lesson 1. The lesson then reviews previously learned long and short vowels in one-syllable words. The lesson plans provide the teacher with scripted guidance and include the necessary materials. In Lesson 1, the plans guide the teacher through reminding students that /a/ is a vowel sound. The teacher models using the Vowel Code Chart and introduces the individual Code Charts students will use throughout the year.
- The materials guide the time spent on each lesson component, ensuring daily phonics practice. Each lesson plan includes a sequenced list of components with recommended times for each. In grade 2, lesson durations range from 10–45 minutes. For example, Unit 4, Lesson 1 allocates 40 minutes for teaching the spelling alternatives for /er/ as *-ur* and *-ir*, divided equally between introducing the spelling and guided practice.
- The Foundational Skills Strand in each unit offers comprehensive instruction in foundational reading skills, such as phonological awareness, phonics and word recognition, and language skills. The program includes explicit, systematic phonics instruction, teaching students the letter-sound correspondences to decode words independently. For example, in Unit 5, Lesson 2, students review the sound /o/ spelled *o* as in *hop* before learning the sound and spelling /oe/ as *o\_e*. The lesson includes initial modeling by the teacher, practice with chaining, and concludes with an activity where students read and write sentences with words that include the /oe/ as the *o\_e* pattern.

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

- The materials include isolated phonics skills practice. For example, in grade 2, Unit 3, Lesson 21, students review the sound and spelling for /aw/ as *-aw*, *-au*, and *-augh*. The teacher models the sound and spelling, referencing words on the spelling tree, followed by guided and independent practice using pages from the activity books. For example, the independent practice requires the students to read questions that contain words with *-aw*, *-au*, or *-augh*. The students then write yes or no if the task asked in the question is doable. Question one asks, “Can you applaud after a play?”
- Additionally, the materials provide decodable texts to practice phonics, reading, and writing skills in context. In Unit 2, Lesson 5, students are expected to decode words with initial consonant blends, including 'kn' for /n/ and the sound and spelling 'le' as /əl/. The “Introduce

the Story” section of the lesson plan offers instructions for presenting tricky words, such as castle and knight, before reading the story.

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**Materials include opportunities for cumulative review of previously taught skills.**

- The materials offer daily opportunities for cumulative review of previously taught phonics skills during the foundational skills practice at the beginning of each lesson. Typically, this practice consists of a 10 to 45-minute review of sounds and spellings taught in earlier units and lessons. For example, in Unit 1, the following spellings for consonant sounds are reviewed: *-t* as /t/, *-tt* as /t/, *-ed* as /t/, *-d* as /d/, *-dd* as /d/, and *-ed* as /d/. Unit 1 reviews the single and double consonant sounds and spellings for *t* and *d* and other alternative spellings for *d*.
- For further cumulative review, the materials feature Pausing Points at the end of each unit. Pausing Points are activities and additional support lessons that review the skills taught within the unit. Teachers can use these materials to supplement instruction or remediate. In grade 2, Unit 4, Pausing Points provide multiple practice opportunities to review the sounds and spellings taught in the unit, including /er/ as *-er*, *-ir*, and *-ur*; the tricky spelling *-ow*; and /oe/ as *-o*. sounds and multiple spellings for the r-controlled vowel sound /ir/ and the tricky spelling /oe/ as *-ow*.

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- Daily lessons incorporate opportunities for direct instruction, providing teachers with detailed guidance on how to model word decoding explicitly. For instance, in grade 2, Unit 2, Lesson 5, students learn to read and spell words with the tricky -oo spelling. The teacher writes the word *book* on the board and reads it aloud, asking students to identify the vowel sound. They are then asked if this sound is the same as in *moon*, noting that while similar, the /oo/ in *moon* is made with tightly pursed lips, unlike the /oo/ in *book*. The letters -oo function as a digraph representing one sound in *book*. The teacher explains that the spelling -oo can represent either the /oo/ sound in *soon* or the /oo/ sound in *book*. Daily phonics lessons include teacher modeling before students practice independently. In Unit 2, Lesson 14, guidance is provided for the teacher to model the sound/spellings of vowels. The teacher models two vowel sounds from the Vowel Code Flip Book before students practice using the Individual Code Chart with their partners.
- The materials incorporate elements of explicit instruction daily, including identifying the skills to be learned, communicating objectives, providing precise directions and instructions using academic language, and connecting new learning to prior knowledge. The directions ask the teacher to start the lesson by reminding students how to decode words with prefixes. Next, the teacher explains that they can do this by segmenting and blending the sounds and using the syllable chunking method and moves on to explain what prefixes are, highlighting that they are added to the beginning of a base word to change its meaning. To reinforce this concept, the teacher reviews previous lessons where they added the prefixes *un-*, *dis-*, and *re-* to words, noting that each prefix is a single syllable. The directions suggest displaying examples on the board, such as *unbroken*, *unafraid*, *unreal*, *rename*, *respray*, *reappear*, *disservice*, *disrespect*, and *disorder*. Pointing to one of the displayed words, the teacher identifies and segments the prefix, demonstrating how to break it down, and then models how to segment the base word,

pausing between the syllables. Underlines the prefix and the base word to separate them visually for the students. Next, the lesson plans suggest explaining how prefixes change the meaning of the words they are added to, using examples like how *real* becomes *unreal* with the prefix *un-*, which means *not*. The teacher reminds students that *dis-* also means *not*, and *re-* means *again*, emphasizes that the base word's spelling remains unchanged when a prefix is added, and encourages students to break a word into its prefix and base word to understand its meaning better while reading. To practice this, the teacher divides the class into small groups, giving them base words and asking them to add the prefixes *un-*, *dis-*, and *re-* to create new words and identify their meanings. After the activity, students share the words and meanings they came up with, receiving feedback and further clarification as needed.

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

- Each daily phonics lesson includes specific and precise terms, phrasing, and statements that teachers can use during core instruction to guide students' practice and application of new phonics skills. For example, a lesson in Unit 2, Lesson 2, includes the following script: “Write the word *stone* on the board/chart paper and read it aloud. Tell students the vowel sound in *stone* is /oe/. Point out that the spelling for the vowel sound in *stone* is similar to the spelling for /ae/ and /ie/ reviewed in the last lesson—the two letters for the spelling are separated. Explain that even though the o and the e in *stone* are separated, they work together to stand for the /oe/ sound. The spelling ‘o\_e’ is a separated digraph. Circle each spelling in *stone* as you say its sound. Point to each spelling in *stone* as you say its sound: /s/ (point to the letter s with your index finger), /t/ (point to the letter t with your index finger), /oe/ (simultaneously point to the letter o with your middle finger and the letter e with your index finger), /n/ (point to the letter n with your index finger).”
- The lessons include opportunities for teachers to offer feedback to students. For instance, in Unit 4, Lesson 12, students practice decoding, spelling, and using words with prefixes. The lesson plan's guidance directs the teacher to: “Provide base words and have them add prefixes. Have volunteers share their words and their meanings. Offer feedback as needed.” The lesson plans do not specify whether the feedback is corrective.
- The lesson plans include opportunities for immediate feedback within the lessons. For example, Unit 5, Lesson 9 provides suggested feedback for students who struggle to understand tricky spellings: “If students have trouble understanding tricky spellings, draw a circle on the board and ask students what it might be. Some possible answers include a circle, a ball, a cookie, the sun, or a wheel. Explain that some letters and spellings are like this circle; they can stand for more than one thing. Just as the circle can be a sun or a cookie, the letter ‘g’ can represent /g/ or /j/.”

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

- The lessons include daily small-group or partner work options like discussion questions and partner reading. In grade 2, Unit 5, Lesson 9, students read their assigned decodable text with a partner. The following instructions provide explicit directions to the teacher: “Remind students that they will each read the first page silently, then one partner will read that page aloud. Next, they will both read the second page silently, the other partner will read that page aloud, and so on. As they read, have partners take turns sharing background knowledge about boats. Remind students to use the Individual Code Chart to help sound out words and to ask their partners questions when they encounter confusing parts in the story.”
- Daily lessons include various opportunities for students to practice through collaborative learning. For example, in grade 2, Unit 6, Lesson 19, students practice reading words with different schwa spellings by playing an activity titled “Baseball Game.” Students are split into two teams and take turns, each getting a “turn at bat” to correctly read words that include different schwa spellings. The lesson plans include detailed directions for facilitating the game.
- The lesson plans provide specific opportunities for students to practice new phonics knowledge independently. In Unit 3, Lesson 3, students practice the spellings for /ae/ as *-a*, *-a\_e*, *-ai*, and *-ay* and the tricky spelling *a*. The activity includes a word sort found in the student activity book and begins with examples completed during whole-group instruction to ensure student understanding before release for independent practice. In Unit 5, Lesson 12, after an explicit review of the spellings for /u/ and /ə/, the students move on to practice. The instructions direct the teacher to read the words in the word box on the page as a class and have students complete the activity independently. The lesson guidance suggests teachers write a new sentence on the back of the activity page using a word from the word box.

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include intentional practice activities throughout the curriculum. In Unit 1, Lesson 13, students practice suffix spelling patterns with *-ing* on an Activity Page. During the activity, students complete a chart by modifying the words provided in the left column and writing the new words in the right column. They practice adding the suffix *-ing* and doubling the last consonant if the word is one syllable, has a short vowel sound, and ends in a single consonant. For example, the activity shows the word *rub* in the left column and *rubbing* in the right column.
- The curriculum consistently incorporates intentional practice and review of decoding and encoding using both previously learned and newly introduced phonics skills. In grade 2, Unit 5 introduces new phonics skills in one lesson and reviews phonics skills in subsequent lessons. For example, students learn the spelling alternatives for the sound /u/ in Lesson 1. Lesson 2 reviews the spelling alternatives for the sound /u/, including *-o* and *-u*. Lessons 5 and 6 also review the spelling alternatives for the sound /u/, while Lesson 7 introduces a new spelling pattern.
- The materials include review lessons without the introduction of new content. In Unit 6, Lesson 14, students review the tricky spelling *-i*. The teacher is instructed to remind students of the /ee/sound-spelled as *-i*, which they learned in a previous lesson. The teacher also reviews the two other sounds for *-i*, highlighting that *-i* is a tricky spelling. The lesson concludes with independent practice, where students decode twelve words with the tricky spelling *-i* and write the words in blanks to complete sentences. For example, sentence three reads, “I need to practice before my \_\_\_\_\_ lesson,” with the correct word being *piano*.



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

- The practice opportunities in the materials focus exclusively on phonics skills explicitly taught within the current or previous lessons. In Unit 2, after an explicit and detailed review of the tricky spelling -oo, grade 2 students complete a practice activity independently. During this activity, students read sentences that include words with the tricky spelling -oo' and write “yes” or “no” at the end of the sentence to indicate whether the statement could happen. The first sentence students read states, *A stove can drool.*
- Another example is found in Unit 3, Lesson 1. The opening activity in the foundational skills section reviews the spelling -a\_e for the sound /ae/. The teacher reminds students they have already learned one spelling for this sound. writes -a\_e on the board/chart paper and asks students what sound they would make if they saw this spelling. The lesson continues by introducing the alternate spellings for /ae/.
- Additional practice opportunities, including reviewing high-frequency words, tricky words, and other spellings, are in the curriculum. Each unit includes at least one lesson where students practice previously taught skills using the activity Word Baseball. In Unit 5, Lesson 6, students play Word Baseball to review various previously taught spelling alternatives.

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

- The decodable texts in grade 2 incorporate only taught phonics skills. In Unit 2, Lesson 1, students learn to read and write one-syllable words containing /ae/. They also understand that words with short vowel sounds can be changed to words with long vowel sounds by adding a *magic e* to form split digraphs. After the skill has been introduced, explicitly taught, and modeled, students practice reading words containing /ae/ and /ie/ in the assigned text Mike’s Bedtime. Words in the text containing the spelling -a\_e include plane, take, came, drapes, face, made, and tale. Words containing the spelling -i\_e include Mike, bedtime, smiled, and liked.
- The decodable texts incorporate cumulative practice by increasing in complexity. In Unit 5 of grade 2, there is a decrease in the number of words and spellings reviewed in isolation for decoding purposes immediately before students read the text. These decodable texts include only previously taught phonics skills, enabling most students to read independently. The materials suggest that teachers “read the story in advance, keeping in mind the letter-sound correspondence mastery of students in your class. Identify and select words with spellings that have been challenging for all or particular students in the past, so these can be reviewed prior to the story.”
- The materials guide which decodable texts should be used for cumulative practice after lessons. In Unit 6, Lesson 1, additional support is offered for students to practice skills taught during the day’s foundational skills and spelling portions through decodable words, sentences, and phrases. To practice decoding the -ph spelling for /f/, the materials include eighteen words such as physical, telephone, paragraph, and phase. They also provide eight sentences and phrases, including *Sophie is singing into the microphone* and *The dolphin swam right up to Phyllis.*

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

- The materials include lessons with an instructional focus and opportunities for isolated practice. During the foundational skills portion of each lesson, the teacher guide provides explicit instructions to introduce, review, and practice sound-spelling patterns, including words in isolation. For example, in Unit 3, Lesson 2, students are introduced to the sound and spelling /ae/ as *-ai* and *-ay*. The lesson begins with a warm-up where students practice hearing the difference between the /a/ and /ae/ sounds. The teacher then introduces the spelling ‘ai’ and models it with the word *wait*. After guided practice, the lesson continues with the introduction of the spelling *-ay*. The lesson concludes with students independently practicing the sound and spellings /ae/ as *-ai*, *-ay*, and *-a\_e* with an activity page. During this independent practice, students sort a given list of words based on their spelling.
- After explicit instruction on a sound-spelling pattern, students practice decoding words that include that pattern in connected text. For instance, in Unit 3, Lesson 2, students learn and review the sound and spellings /ae/ as *-ai*, *-ay*, and *-a\_e* during the foundational skills portion. During the reading portion, they apply their learning by reading the decodable text *The Spelling Bee*, where they decode several words that feature the sound /ae/, including *days*, *stay*, *waited*, *state*, and *airplane*.
- Unit 5 provides an example of a lesson with an instructional focus and opportunities for isolated practice. In Lesson 3, the lesson plans provide explicit instructions for reviewing the spellings /u/ *-ou* and *o\_e*. The directions state: “Tell students that today they will focus on two other spellings for the /u/ sound: *-ou* and *o\_e*.” After reviewing the sound-spelling of the words *come* and *touch*, the lesson proceeds with further modeling, guided practice, and independent practice. Subsequently, following the foundational skills lessons, students practice these new skills in connected text. In Unit 5, Lesson 3, after explicitly reviewing the target spellings, students practice decoding words, including with the target sound-spelling, while reading the decodable text *The Thief*.

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The grade 2 materials include a Beginning-of-the-Year Placement Assessment in Unit 1. This assessment evaluates all students for grade-level readiness and identifies gaps in their learning and understanding. It also provides guidance for student groupings and informs small group instruction. The materials include a cumulative End-of-the-Year Assessment in Unit 6, which consists of a silent reading comprehension assessment, a fluency assessment, and a word reading in isolation assessment. Each assessment includes a class summary recording sheet, and an overview summary sheet is provided for individual student results.
- Materials include formative assessments in various formats to measure student learning and guide instructional decisions. For instance, Unit 4, Lesson 2 includes two formative assessments with text-dependent tasks such as anecdotal reading and close reading questions. Weekly spelling assessments provide valuable insights into specific gaps in code knowledge for individual students.
- Cumulative Unit Assessments are offered at the end of each unit. These assessments reflect increasingly complex skills as the year progresses. They assess student mastery of grade-level skills taught in the unit and provide teachers with data to reteach specific skills to students before moving on to the next unit.
- The materials also offer informal assessments that provide immediate feedback, enabling teachers to adjust their instructional approaches as needed. Quick Checks for Understanding are incorporated into various lessons. For instance, in Unit 5, Lesson 23, the Check for Understanding assesses students' understanding of past and future verbs and their purposes. The directions state, "Have students direct you in forming the past and future tenses of several

regular verbs, such as skate, plan, and prepare. Then, ask them to explain why it's important to know the past, present, and future verb tenses.”

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

- The materials guide teachers in efficiently administering assessments with clear directions. Each unit concludes with summative performance assessments, such as in Unit 4 Lessons 23–25, which include Reading Comprehension, Grammar, Fluency, and Word Recognition. The Fluency Assessment is done individually, while others are conducted with the whole class. The teacher starts by asking, “The title of this story is ‘The Visit.’ Have you ever gone to visit someone or someplace?” After the student responds, the teacher explains, “Today, you will read aloud a story about a visit that Kim and Kurt make to see their mom.” The teacher instructs, “In a moment, you will read. Think about the story as you read because I will ask questions afterward. Start reading when ready. Read each word aloud. If you don’t know a word, I’ll tell you.” The teacher addresses any student questions. As the student begins reading, the teacher starts the stopwatch and marks any errors on the Activity Page. After the student finishes, the teacher records the time taken and asks questions from the correlating Activity Page, ensuring the student can reference their page for answers. The teacher records the score and promptly marks the Multidimensional Fluency Scale.
- The materials include consistent guidance to help teachers efficiently administer assessments. Weekly spelling lists and assessments are included in the materials for grade 2. The spelling words include the sound-spelling correspondences students have learned and reviewed and tricky words. Each spelling assessment is given with the same routine. The teachers read each word individually, use it in a sentence, and then repeat it, allowing students time to write down the word. At the end, the teacher returns to the list and rereads each spelling word. After all the words have been called out, the teacher now dictates a sentence that uses a spelling word. The students then write the entire sentence on the back of their activity page.

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

- The materials feature progress monitoring tools designed to systematically and precisely assess students' mastery of grade-level phonics skills. As the Assessment Guide outlines, “Examples of assessment tools for progress monitoring include the Spelling Analysis and Directions in grade 2.” In Unit 5, Lesson 5, there is a spelling assessment where teachers analyze student errors while students write from a list of words, including *pretty*, *jelly*, and *empty*.
- The materials provide progress monitoring tools that accurately measure students’ acquisition of grade-level phonics skills. Each unit includes a cumulative test in the final lessons to assess students' acquisition of the phonics skills taught within that unit. For example, after Unit 4, the teacher administers a reading assessment in which students independently read a passage and answer multiple-choice questions. For grammar, students

identify correct proper noun forms and parts of speech within sentences, rewrite grammatically incorrect sentences, change singular nouns to plural, and complete fill-in-the-blank sentences with the to-be verb. The materials include an assessment recording sheet and an end-of-unit assessment analysis, both located in each teacher guide.

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

- The materials recommend formally assessing grade 2 students at least three times during the school year: a beginning-of-year placement, mid-year, and end-of-year assessments. Additionally, the materials embed assessment opportunities throughout the lessons to determine if students are progressing adequately with the instruction provided.
- According to the Assessment Guidance document in the online materials, Teachers have various opportunities to review and assess students' growth and mastery of essential reading skills for grade-level success. The program offers both anecdotal and observational assessments that teachers can use to evaluate student progress during class. Teachers can assess phonics, fluency, and comprehension skills in small-group and one-on-one settings. Each lesson overview identifies these assessments.
- Assessments aligned to progress monitoring occur in grade 2, Unit 5, Lesson 26. Students complete the cumulative unit assessments for grammar on Activity Pages during the lesson. Student performance on these assessments is noted and monitored from unit to unit using the Grammar Assessment Record Sheet in the Teacher Resources section at the back of the Teacher Guide. Additionally, the scoring guide provides specific instructions and remediations for students who score below a certain number of correct items on each of the seven parts of the assessments. For example, Part 1: A score of less than 15 correct out of 20 points on the Punctuation and Capitalization section on Activity Page 26.2 indicates that the student needs additional practice in correcting punctuation and capitalization errors.

## Phonics Rule Compliance

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

**The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.**

Evidence includes, but is not limited to:

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

- In each Teacher Guide, the Teacher Resources section includes tracking forms for recording observations of student progress. For example, in Unit 1, the Teacher Resources provide various forms and charts to track student progress. These include Spelling Alternatives Observation Records for sounds such as /ae/, /oe/, /ie/, and /ue/; Discussion Questions Observation Record for Skills 3; Anecdotal Reading Record; Spelling Analysis Directions and Spelling Analysis charts for Lessons 5, 10, 15, and 20; Mid-Point Word Recognition Assessment Analysis; Word Recognition Assessment Record Sheet; Reading Comprehension Assessment Record Sheet; and Grammar Assessment Record Sheet.
- The materials also include data-management tools for tracking student progress and making informed instructional decisions to accelerate learning. For example, in grade 2, Unit 3 features a Spelling Alternatives Observation Record that tracks student names, lessons, and subtotals. Additionally, Unit 4 includes a Word Recognition Assessment Record Sheet that records student names and their recognition of various words, including those with /er/, /ur/, and /ir/ sounds.

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

- The materials include data-management tools designed to track whole-class student progress, enabling teachers to analyze patterns and address student needs effectively. These tools are conveniently located at the back of each Teacher Guide for every unit. For example, grade 2, Unit 3 features a Spelling Alternatives Observation Record, Discussion Questions Observation Record, Word Recognition Assessment Record Sheet, Reading Comprehension Assessment Record Sheet, and a Grammar Assessment Record Sheet.
- Unit 5 provides additional data-management tools for tracking whole-class student progress in grade 2. This unit includes a Discussion Questions Observation Record, Anecdotal Reading Record, Reading Comprehension Assessment Record Sheet, Grammar Assessment Record Sheet, Decoding Assessment Recording Sheet, Alphabetizing Recording Sheet, and Individual Oral Reading Comprehension Assessment Running Record. These resources are also located in the Teacher Resources section at the end of the Teacher Guide.

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

- The materials provide specific guidance on determining the frequency of progress monitoring based on students' strengths and needs, as outlined in the Assessment Guidance document available in the online materials. The document recommends that Tier 1 students be monitored three times a year (beginning, middle, and end) with an accuracy goal of 80%. Those who meet the goal stay in Tier 1, while those who do not move to Tier 2. Tier 2 students are monitored weekly with the same 80% accuracy goal. Students who meet this goal may stay in Tier 2 or return to Tier 1, but those who do not move to Tier 3. Tier 3 students are monitored 1–2 times weekly with an 80% accuracy goal. Students meeting this goal may move to Tier 2 or remain in Tier 3, while those who do not stay in Tier 3.

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

- The Assessment Guidance document includes a chart outlining best practices for classroom progress monitoring planning and implementation. It recommends that, whenever possible, all students receive Tier 1 grade-level instruction daily, with additional time allocated for Tier 2 (Targeted Intervention) or Tier 3 (Intensive Intervention) as needed. The chart specifies each tier's recommended group size, duration, weekly session frequency, and progress monitoring frequency.
- Additionally, the chart features a section titled *Next Steps*, which guides what to do for students who do or do not meet the goal. For example, it suggests that students receiving Tier 2 instruction who meet the goal should either move to Tier 1 or continue in Tier 2. Students in Tier 2 who do not meet the goal should either remain in Tier 2 or move to Tier 3.

## Foundational Skills

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

**The materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas.**

Evidence includes, but is not limited to:

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

- The materials provide explicit guidance on developing oral language and oracy. For example, in Unit 1, Lesson 11, the activity begins with the teacher encouraging students to engage in a “Turn and Talk” exercise, highlighting how discussing with a partner can introduce new perspectives and information. The teacher prompts students to consider the question, “What is a bandit?” and provides time for them to think about their responses, explaining that a bandit is synonymous with a robber or thief. The teacher then models the process by partnering with a volunteer, demonstrating how to ask the question, seek clarification, and repeat back what was shared. The teacher emphasizes the importance of sharing the partner’s response with the group rather than their own and checks with the partner to ensure accuracy. Students are then guided through the same steps with their partners, signaling when both have shared. Finally, the teacher selects a student to share their partner’s answer with the group and checks for accuracy, offering corrective feedback or highlighting examples of effective sharing during the Turn and Talk exercise.
- The materials include systematic opportunities for students to develop oral language and oracy. For example, lessons in Unit 1 begin with the explicit teaching of oral language routines, such as “Turn and Talk,” and then embed “Turn and Talk” activities in subsequent lessons. For example, after introducing “Turn and Talk” in Unit 1, Lesson 11, the lesson incorporate the strategy in subsequent lessons. For example, in Unit 1, Lesson 14, the teacher uses “Turn and Talk” to introduce a story. Before students engage in the “Turn and Talk” activity, the teacher



reviews the three steps of the strategy, including “Ask your partner a question or give them the prompt. Ask any clarifying questions. Repeat back to your partner what they said.” The teacher then invites students to “Turn and Talk” to discuss their favorite snack.

- The materials include opportunities for students to engage in purposeful conversations that encourage active listening. For example, in Unit 1, Lesson 19, students participate in a “Think-Pair-Share.” The lesson recommends teachers, “As students conclude their conversations, call on a volunteer to share their answer. Ask students if they made any changes to their answers after the partners shared them with each other. If so, ask what changes were made and why.” The lesson suggests teachers provide feedback and coaching on the “Think-Pair-Share” activity if needed.

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

- The materials provide opportunities for students to engage in social communication before reading the decodable text, *The Hike*, in Unit 1, Lesson 3. The lesson plan instructs the teacher to facilitate a discussion about the term *hike*. The Teacher Guide suggests asking students if they have ever been on a hike and what kinds of things they might see during one. Materials do not include additional opportunities for social communication.
- Additionally, the materials encourage academic communication for various purposes and audiences, including teachers, peers, and small groups. In Unit 3, Lesson 1, students practice spelling alternatives for the short /a/ sound and /ae/. They are asked to share six to eight words for each sound with their peers.
- The scripted lesson plans in the materials provide further opportunities for students to communicate. In Unit 4, Lesson 2, students interact socially and academically while playing Word Baseball to review tricky words. The instructions are as follows: Choose a card from the stack and have the first player on a team read it aloud. If they read it correctly, draw a line from home plate to first base, marking a “hit,” and the player moves to the back of the line. The next player reads the subsequent card and, if correct, draws a line from first to second base. This continues, and if the fourth player reads correctly, draw a line from third base to home plate, scoring one run for the team. The team keeps playing as long as no words are misread; if a word is misread, the next team takes its turn.

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

- The materials include discussion questions, conversation starters, and guidelines for effective discussions. For instance, grade 2 materials feature conversation prompts and supports, such as sentence stems, to help students organize and articulate their thoughts. In Unit 2, Lesson 4, students respond to literal and inferential discussion questions based on a decodable text. For those who find it challenging to respond, the materials recommend providing specific sentence frames, such as “Pete accepts ’s challenge to...” and “Pete does not have a so....”

Teachers are also encouraged to ask students to listen to their peers' responses and share whether or not they agree.

- The materials offer authentic opportunities for students to engage in discussions to enhance their understanding. In Unit 5, Lesson 4, students read an assigned text in small groups. When finished, students discuss the text, focusing on identifying word errors and explaining how they self-corrected.
- The materials provide opportunities for students to share information and ideas. In Unit 6, Lesson 3, the teacher will introduce students to a new reader. To contextualize learning about the War of 1812, the lesson begins with students reading captions on specific pages and sharing their initial thoughts and prior knowledge about the images. If students provide incomplete information, the materials suggest encouraging a deeper understanding through guiding questions or expanding their responses.

## Foundational Skills

5.C.2	Letter-Sound Correspondence	30/30
5.C.2a	<a href="#">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)</a>	4/4
5.C.2b	<a href="#">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 &amp; 2.A.2)(T)</a>	2/2
5.C.2c	<a href="#">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 &amp; 2.A.3)(S)</a>	24/24

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

Evidence includes, but is not limited to:

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

- The materials systematically introduce letter-sound relationships, beginning with a review of basic code spellings for short vowel sounds and all consonant sounds in Unit 1. Unit 2 includes a review of long vowel sounds and spelling alternatives for /ee/, /ou/, and /oi/. Unit 3 focuses on different spelling options for vowel sounds, which are the most challenging aspect of the English writing system. The spelling alternatives introduced in Unit 3 are /ae/, /oe/, /ie/, /ue/, and /aw/. Spelling alternatives continue to be introduced throughout the materials, culminating in Unit 6 with the final introduction of new letter-sound relationships, including spelling alternatives for /er/, /o/, /ə/, /k/, and /f/. Students who have mastered the letter-sound correspondences taught in this program so far have learned most of the essential correspondences needed to read English. The remaining correspondences they have not yet studied are relatively uncommon.
- The primary focus of the materials is the phoneme. In grades K–1, students are taught to segment spoken words into individual phonemes and spell each word one phoneme at a time. Similarly, when reading, students learn to identify graphemes that represent single phonemes and blend them to form words. This approach is effective for reading and writing most English words, as our writing system is based on symbols for phonemes. There are instances where it

is beneficial to consider units larger than a single phoneme. Two such multisound chunks are introduced in Unit 5 of the grade 2 materials. Both include the /ə/ sound. Students learn a set of spelling alternatives for /ə/ + /l/ as in *table*, *shovel*, *devil*, and *animal*. These /ə/ + /l/ words exemplify how /ə/ complicates English spelling, as each word ends with the same sound combination but has a different spelling.

- The materials provide specific steps and terminology for teachers to use in each lesson to explicitly teach letter-sound relationships. In Unit 6, Lesson 8, students decode and encode one- and two-syllable words containing the spelling *ar* and *or* as the sounds /er/. The lesson utilizes the students' individual code charts to review previous spellings for /er/, including *ur* in the word *hurt*. The lesson proceeds with the introduction of /er/ as *ar* in two-syllable words such as *carpet* and *or* in the *corner*. Specific guidance suggests that the teacher be lenient when grading the formative assessment for this lesson. Students will receive more practice with the spellings for /er/ in the upcoming lessons.

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

- The materials include dictation assessments throughout the grade 2 units. In Unit 1, the first five lessons feature dictation assessments covering spelling patterns from previous years, starting with Unit 1, Lesson 1, which assesses spelling patterns from the grade K curriculum. The Teacher Guide suggests that after each dictation assessment, the teacher should review and demonstrate the correct spelling for each word. Students should correct their own work by crossing out any misspelled words and writing the correct spelling next to them. The guide emphasizes that there should be no shame in making mistakes, particularly at the beginning of the year, and highlights the importance of recognizing errors and making corrections. Teachers may also mention that making mistakes is a normal part of the learning process.
- The materials provide explicit guidance for teachers to deliver direct instruction on connecting phonemes to letters within words, along with recommended support for common student errors. In Unit 5, Lesson 2, the teacher reviews the spellings for /u/, including *o*, with words such as *cover*. The lesson continues with the introduction of the spelling *u* for /u/ with the word *trust*. After guided practice, the lesson concludes with a brief check for understanding. For students who continue to struggle with reading multisyllable words, the materials suggest referring to Appendix A of the Teacher Guide for scaffolding strategies. One suggested scaffold is to cover the second syllable of a two-syllable word with a finger, showing only the first syllable for the student to read. Once the first syllable is read, the second syllable can be uncovered. If needed, the teacher can model how to blend the two syllables aloud.
- The online materials include a Corrective Feedback Planning Tool document. This document outlines common issues students may encounter with phonological/phonemic awareness, letter-sound correspondences, phonics/decoding, and reading fluency, along with corrective feedback suggestions for each area. One example of scripted feedback for students who have difficulty recognizing common spelling patterns and phonetic rules is: “When seeing ... in a

word, remember that it follows the phonetic rule of... Let's practice applying this rule in different words.”

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

(S)

- The materials include activities and resources to reinforce letter-sound correspondence in isolation. In grade 2, Unit 3, students receive explicit instruction on decoding the /ae/ sound represented by spellings like *a\_e*, *a*, *ai*, and *ay*. Activities include the utilization of a Spelling Tree, where students categorize words such as *acorn* and *rain* to support their understanding.
- The materials also feature Pausing Points to reinforce and review previously learned skills. For example, the Pausing Points in Unit 5 offer teachers various review activities like *Board Sort*, *Show and Tell*, and *Guess My Word* to reinforce learned skills. The teacher guides provide the Pausing Points lessons at the end of a unit.
- The materials provide a range of activities and resources for students to develop, practice, and reinforce their understanding of letter-sound correspondence for decoding one-syllable and multisyllabic words in isolation and connected text. Each unit includes an activity book and decodable readers, with Unit 6 featuring exercises such as circling the correct spelling of words with the /f/ sound and playing a game similar to Crazy Eights to identify words in sentences.
- In Unit 3, Lesson 8, students receive explicit instruction on tricky spelling 'O', including multisyllable words such as *moment* and *program* using a Spelling Tree. Students then practice with a word sort on an activity page, including words such as *floating*, *opened*, and *donate*.

## Foundational Skills

5.D.1	Phonological Awareness (K–2)	12/12
5.D.1a	<a href="#">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)</a>	4/4
5.D.1b	<a href="#">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 &amp; 2.A.2)(T)</a>	2/2
5.D.1C	<a href="#">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 &amp; 2.A.3)(S)</a>	6/6

**Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).**

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing phonological awareness activities. The phonological awareness activities are aligned with the grade-level TEKS. For example, in Unit 1, Lesson 4, *Back to School Basic Code Review*, one of the primary objectives is for students to practice producing a series of rhyming words. In the warm-up activity *Rhyming Words*, students hear a word and first identify the beginning and ending sounds. They are then instructed to think of blends and digraphs they have previously learned to create new rhymes.

- The materials include a *Pausing Point* activity in Units 2–6 focused on identifying and producing rhyming words. In Unit 2, students rhyme words with the /oo/ sound, while in Unit 3, they use the sounds /aw/, /ae/, and /o/ for rhyming. Students review rhyming with the /ae/ sound again in Unit 6.
- The materials include lessons on grade-appropriate TEKS, such as distinguishing between long and short vowel sounds in one-syllable and multisyllabic words. In Unit 3, Lesson 2, students distinguish between the /a/ and /ae/ sounds in oral one-syllable words. This lesson reviews and builds upon the skills taught in Lesson 1.

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**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 lessons in the materials include specific terms, phrasing, and statements for teachers to use during phonological awareness instruction. For instance, in Unit 1, Lesson 3, students practice producing a series of rhyming words for the word *sing*. The Teacher Guide provides the following script to directly and explicitly teach the concept: “Tell students to find a rhyming word or rhyming words; we need to change the first sound and keep the ending sound (e.g., *wing, ding*). Invite students to use blends and digraphs they have learned to make rhymes (e.g., *bring, thing, cling, swing, string, fling*).”
- The materials offer specific guidance for delivering instruction. In Unit 3, Lesson 19, students practice listening and identifying the sounds /a/, /ae/, /aw/ in the warm-up activity *Oral Discrimination*. The teacher says a word that the students then repeat. Students hold up one, two, or three fingers to represent the sound they heard in the spoken word. For example, if the teacher says *pause*, the students should hold up three fingers to indicate they heard a sound other than /a/ or /ae/.
- The online materials include a *Corrective Feedback Planning Tool* to assist teachers in providing targeted and meaningful feedback. This tool offers a structured framework for identifying areas of improvement, delivering specific feedback, and supporting student learning outcomes, creating a focused and individualized approach to instruction. For example, it lists common issues students may encounter with phonological awareness, such as difficulty recognizing and manipulating sounds within words and challenges with rhyming, blending, or segmenting sounds. For students struggling with these areas, the tool provides guidance to frame feedback in a supportive and instructive manner: “I noticed you had trouble with identifying the sounds in this word. Let’s work on that.”

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

- The materials include warm-ups in the first five lessons of Unit 1 that focus on developing students' ability to produce a series of rhyming words. The routine is established in Lesson 1, where the teacher presents a word and asks students to identify the initial and final sounds.

Then, the teacher invites students to close their eyes, repeat the word, and focus on isolating the initial sound. Following this, students present words that rhyme, using previously learned blends and digraphs during the activity.

- The materials provide opportunities for students to practice previously learned sounds during the foundational skills portion of lessons throughout the program. In Unit 4, Lesson 17, students review vowel sounds and their relationship to syllables. The activity challenges students to identify the vowel by raising the corresponding number of fingers associated with that sound. For example, when presented with the word *lemon*, students focus on the first sound and raise two fingers to indicate the short e sound.
- The activities and resources in the materials reinforce phonological awareness skills through review. Unit 5 includes a *Pausing Point* that teachers can use as an intervention activity to support students' understanding of producing a series of rhyming words. The activity instructs the teacher to help students isolate the word *town* and reminds them to find rhyming words. They must change the initial sound while keeping the ending sound, as in *noun*. Students are encouraged to use previously learned blends and digraphs to make rhymes as they continue the activity with the word *play*.



## Foundational Skills

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

The materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

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

- The materials feature a systematic sequence for introducing phonemic awareness activities. They teach blending spoken phonemes to form multisyllabic words before teaching segmented spoken words into individual phonemes. For example, in Unit 1, Lesson 4, students are taught to blend one-syllable words where the sound /a/ is spelled as *a*. In later units, students segment words back into individual phonemes, such as in Unit 3, where they segment words like *kid*, *lid*, *lad*, and *log*.
- The materials include lessons that focus on reviewing previously taught concepts. In grade 2, Unit 2, Lesson 14, the Teacher Guide presents an opportunity for students to review all the vowel sounds they have learned so far. They do this by working with a partner, taking turns reading each of the vowel sounds outlined in their vowel code flipbook.

- The materials progress to more complex skills, including manipulating phonemes within base words in Unit 3. The lessons begin with adding, then deleting, and finally substituting phonemes. For instance, in Unit 3, Lesson 7, students practice segmenting, blending, and changing the beginning and ending sounds in words like *oak*, *bat*, *hop*, and *slip*.

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**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 materials offer direct instruction for teaching phonemic awareness, with recommended feedback based on common errors and misconceptions. In Unit 2, Lesson 8, the Teacher Guide provides specific feedback for teachers to remind students that digraphs, such as *oi*, *ou*, and *oo*, are composed of two letters but count as one sound. The materials also suggest that teachers use images of the words students will be reading to ensure universal access.
- The lessons that teach and practice newly taught skills or strategies employ the gradual release of responsibility model. For example, the grade 2 script guides the teacher in framing a lesson to teach the new sound associated with the letter *y* as */i/*. The teacher models the sound */i/*, having students repeat it. During guided practice, the lesson plan instructs the teacher to use chart paper and circle the */i/* sound in words provided by the students. Students then complete an activity page for further practice. The note provided includes specific supports and guidance for the teacher, such as: “As students are completing this page, circulate around the room and note which students are going ahead to complete the work. These students may require more challenging work. Students struggling with the concept of */i/* as *y* might need additional support.”
- The online materials include the Corrective Feedback Planning Tool. This tool offers a structured framework for pinpointing areas needing improvement, delivering specific feedback, and tracking student progress over time. According to materials, by implementing this tool, teachers can improve the quality of their feedback, support student learning outcomes, and create a more focused and individualized approach to instruction. The tool addresses common issues students may have with phonemic awareness, such as identifying individual sounds in words and difficulties with sound deletion or substitution. For example, when a student has trouble with deleting or substituting sounds, the teacher may use the following prompt: “Let’s practice deleting a sound from this word. Try saying the word without the sound...”

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

- The materials provide specific and precise terms, phrasing, and statements for teachers to use during core instruction to connect phonemic awareness skills to the alphabetic principle. In Unit 1, Lesson 2, the teacher explicitly models chaining to blend, segment, and spell one-syllable words with short vowels. The lesson plan instructs the teacher to use think-aloud strategies and precise phrases such as, “Let’s see, I want to write the word *get*. First, I have to

say and listen to the sounds: /g/... /e/... /t/. There are three sounds in the word *get*. I'll need to write a spelling for each of the sounds. So first, I will write the spelling or letter for /g/ because it is the first sound. Then, I will write the spelling or letter for /e/ because it is the next sound. And then I will write the spelling or letter for /t/ because it is the last sound."

- The materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support decoding and encoding text. In Unit 2, the materials offer a Pausing Point for teachers to use in a small group as an intervention for students who are struggling to decode and encode sounds. The material prompts the teacher to remind students that some sound-spellings consist of more than one letter, such as letter teams, digraphs, and trigraphs. The activity involves the teacher and students counting and circling the sounds in words like "cloud," "grapes," "twitch," "foil," and "crow."
- The materials offer opportunities for students to review and build upon previously taught skills to support decoding and encoding text. In Unit 5, Lesson 23, the teacher briefly reviews and models the tricky spellings for the sounds /o/, /oe/, and /u/. The lesson progresses to explicit guided practice with a reading passage where students read the story one sentence at a time, focusing on sounding out words containing tricky spellings. After reading each sentence, the students will sort words from that sentence that contain /o/, /oe/, or /u/. As an extension activity, students should create their own sentences that include the tricky spellings.

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

- The materials suggest or provide resources, including manipulatives, to practice and reinforce students' phonemic awareness skills. In Unit 1, students use large letter cards to practice chaining, allowing them to visualize the addition or removal of a single phoneme/grapheme or letter/sound unit. For example, in Lesson 5, students create the following chain: *zap > zip > sip > sit > sat > sad > had > hand > sand > stand*.
- The materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills. The lessons incorporate gestures, body movements, and other kinesthetic activities to help students visualize blending, segmenting, and manipulating phonemes presented orally. In Unit 2, Lesson 1, the teacher uses two fingers in the shape of a V to help students visualize separated digraphs with words such as *ate*, *sale*, and *name*.
- The activities and resources within the materials provide opportunities to reinforce phonemic awareness skills through cumulative review. In Unit 6, *The War of 1812* decodable reader allows students to review code knowledge and tricky words learned throughout the unit. For example, in Lesson 8, students review the sound /u/ spelled as *o* in *opposed* prior to reading from the text.

## Foundational Skills

5.E.1	Sound-Spelling Patterns	16/16
5.E.1a	<a href="#">Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)</a>	1/1
5.E.1b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1)(T)</a>	1/1
5.E.1c	<a href="#">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)</a>	6/6
5.E.1d	<a href="#">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 &amp; 2.A.3)(S)</a>	8/8

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

Evidence includes, but is not limited to:

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

- The materials feature a vertical alignment that maps the progression of sound-spelling pattern skills and concepts from grades K–2. This document, referred to as *the K–2 Experience*, is located in the grade 2, Unit 1 Teacher Guide. Specifically, the alignment for grade 1 to grade 2 includes students in grade 1, Unit 5, learning common spelling alternatives for consonant sounds (e.g., *tch* for /ch/, *g* for /j/, *wr* for /r/), and *Tricky Words*. In Unit 6, they encounter spelling alternatives for consonant sounds (e.g., *c* for /s/, *kn* for /n/, *wh* for /w/), and in Unit 7, they focus on spelling alternatives for long vowel sounds (e.g., *ai* and *ay* for /ae/, *oa* for /oe/). The grade 2 materials commence in Unit 1 with a review of basic code spellings for /a/, /i/, /e/, /o/, /u/, and all consonant sounds, along with spelling alternatives for /s/, /j/, /w/, /r/, /n/, and tricky spellings such as *c*, *s*, *g*, and *n*. Unit 2 continues this review with basic code spellings for /ae/, /ee/, /ie/, /oe/, /ue/, /oo/, /ou/, /oi/, /er/, /or/, and /ar/, and introduces spelling alternatives for /ee/, /ou/, and /oi/.
- The lesson objectives included in the materials align with the grade-level TEKS sound-spelling patterns. For instance, in Unit 3, Lesson 11, students encode words with silent letters like *knife* and *gnat*, aligning with TEKS 2.2.C.ii. The word list includes sound-spellings such as /n/

as *kn*, *lr* as *wr*, *lw* as *wh*, and */qu/* as *qu*, with words like *knotted*, *knitting*, *knocked*, *wringing*, *wronged*, *whipped*, *whined*, *quitting*, and *quacked*.

- The materials incorporate lessons and activities that systematically teach phonics skills and concepts, progressing from simple to complex throughout the year. For example, Units 1 and 2 review basic code spellings from grade 1, with Unit 2 introducing spelling alternatives for */ee/*, */ou/*, and */oi/*. In Unit 3, students learn spelling alternatives for */ae/*, */oe/*, */ie/*, */ue/*, and */aw/*, as well as tricky spellings for *a*, *o*, and *i*. Unit 4 focuses on spelling alternatives for */er/*, */il/*, */ie/*, */oe/*, */ee/*, and */aw/*, and includes tricky spellings like *e* and *ow*. Unit 5 introduces spelling alternatives for */u/* and */ə/*, and tricky spellings for *a*, *e*, *o*, *o\_e*, and *ou*. Finally, Unit 6 covers spelling alternatives for */er/*, */o/*, */ə/*, */k/*, and */f/*.

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

- The materials include specific and precise terms, phrasing, and statements that teachers can use during core instruction. For example, in grade 2, Unit 1, Lesson 3, the script directs the teacher through chaining words with the letters *k*, *j*, and *g*. The script prompts the teacher to “Remind them you can make a new word by changing, taking away, or adding a single phoneme/grapheme or letter/sound unit. Ask students to segment and then blend the word *kid*. Erase *k* and write *l* to create *lid*. As you make this change, say, ‘If this is *kid*, what is this?’ Continue the process with the remaining words.”
- The materials provide teachers with important information on the skills they will teach in challenging lessons. For instance, in Unit 5, Lesson 7, when introducing *schwa* to students, the notes to the teacher state: “In this lesson, you will introduce students to the concept of *schwa*. *Schwa* can be a major obstacle on the road to fluent reading and a serious impediment to good spelling.” The notes continue to reference the information provided in the introduction of the unit. The introduction offers best practices for teaching *schwa*, including placing three new spelling trees in the classroom for reference.
- The materials provide sample scripts or bulleted teaching points and explicitly defined language with consistent routines for systematic and explicit instruction. This is evident in Unit 6, Lesson 27 when reviewing words with prefixes. The lesson plan instructs the teacher to remind students that words with prefixes can be decoded by segmenting and blending the sounds and using the syllable chunking method. The lesson also instructs the teacher to tell the students that “prefixes are word parts added to the beginning of a base word to change the meaning of the word.”

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

- The materials in grade 2 begin with a cumulative review of skills introduced in grades K and 1. Lessons 1–5 are designed to help students remember the daily routines and exercises associated with the program. The selection of material in these lessons intentionally includes skills that all students should have already mastered, so the primary focus is on familiarization

with the routines and pacing of a typical skills lesson rather than learning new skills. For instance, in Unit 1, Lesson 1, students practice producing a series of rhyming words.

- The lessons include various activities for students to develop, practice, and reinforce grade-level sound-spelling patterns. Unit 2 features activities that provide more help with splitting digraphs. One activity, *Stomp the Spelling*, involves students competing in pairs to stomp on the correct sound of the vowel in the word the teacher dictated. This dynamic exercise encourages active learning and reinforces the sound-spelling patterns.
- The materials offer various multimodal activities and resources for guided and independent cumulative review throughout the school year. Each Teacher Guide includes *Pausing Points* at the end, recommended for use as extensions and remediation. Each activity focuses on a different skill, such as producing rhyming words, practicing tricky spellings, or working with *schwa*. The online materials also include the *Intervention Toolkit*, which provides songs, games, and additional resources for teachers to reinforce the skills taught.

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

- The materials provide activities and resources to decode and encode words in decodable connected text. For example, Unit 5 includes the decodable reader *Sir Gus*, which is 100% decodable and can be used in various ways, with specific recommendations in each lesson of the Teacher Guide. The materials also include digital resources for teachers to use when introducing the stories, such as images and core vocabulary. For instance, in Lesson 4, the teacher uses digital components to display the spellings and core vocabulary needed to decode the story successfully, including /u/ as in *ou* and /u/ as in *o\_e*. Each lesson also includes an activity page for students to respond to questions and practice skills reinforced within the text, including both decoding and encoding.
- The grade 2 materials include weekly spelling lists and assessments. The spelling lists consist of words with previously taught letter-sound correspondences. Students practice their spelling in a dictation journal, focusing on encoding words in isolation. These weekly assessments help ensure that students retain and apply their knowledge of sound-spelling patterns.
- Each unit in the materials comes with an activity book that includes a variety of activities for students to complete at school and home, ranging from comprehension to encoding. In Unit 3, Lesson 19, students practice decoding and encoding words in isolation. The activity calls for students to complete a crossword with words given in a bank. For example, side-to-side space 2 includes the clue, “summer, ..., winter, spring (autumn),” prompting students to fill in the appropriate seasonal word.

## Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	42/42
5.E.2a	<a href="#">Materials include a systematic sequence for introducing regular and irregular high-frequency words.</a> (PR 2.A.1)	2/2
5.E.2b	<a href="#">Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words.</a> (PR 2.A.1)(T)	4/4
5.E.2c	<a href="#">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).</a> (PR 2.A.1 & 2.A.3)(S)	24/24
5.E.2d	<a href="#">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).</a> (PR 2.A.1)(S)	12/12

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

Evidence includes, but is not limited to:

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

- The materials in the grade 2 program introduce regular and irregular high-frequency words systematically, beginning with a review in Unit 1 of the Tricky Words learned in grade 1. Words are then introduced throughout the program based on the most commonly used words and taught in conjunction with words that have a similar sound-spelling pattern. For example, in grade 2, Unit 2, Lesson 5, *no*, *go*, and *so* are introduced as open syllable words ending with /oe/ sound.
- The materials begin introducing Tricky Words to students on an, “as-needed basis” in Units 3 through 6. The words introduced in these units are done so in order for students to be successful when reading their decodable stories. For instance, in Unit 3 students will learn the Tricky Word *minute* in order to read *The Math Contest*.

**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 offer a comprehensive overview for teachers, providing essential background on decoding and encoding both regular and irregular high-frequency words. For instance, *Appendix A* in Unit 1 of the grade 2 materials includes detailed background and guidance on *Tricky Words*. The materials address the complexity of these words from both spelling and reading perspectives. For example, the word *said* is tricky to spell because the /e/ sound is not represented by an e as expected, and it is challenging to read because the letters *ai* are not pronounced /ae/ as anticipated. The guide notes that while the word is not entirely irregular, the first and last letters are pronounced as expected, whereas the middle letters representing the vowel sound are pronounced unusually.
- The materials provide teachers with key points to emphasize when introducing irregular words to students, including decoding the regular parts of words and memorizing the irregular components. For example, in grade 2, Unit 2, Lesson 4, the lesson plan includes instructions for introducing the Tricky Word *all*. The teacher explicitly teaches both the regular and irregular parts of the word. For instance, the letters *ll* are pronounced /l/ as expected, while the letter *a* is pronounced /aw/ rather than /a/. The guide suggests mentioning that words like *ball*, *mall*, and *wall* follow a similar spelling pattern.
- The materials include sample scripts and strategies for direct instruction in reading and spelling high-frequency words. In Unit 6, Lesson 21, students will learn the Tricky Words *early*, *whose*, *broad*, and *bomb*. The Teacher Guide provides explicit guidance for addressing misconceptions students may have when reading and pronouncing these new high-frequency words. For example, the guide suggests that students might incorrectly pronounce *whose* as /w/ /oe/ /s/ instead of /h/ /oo/ /z/, and *broad* as /b/ /r/ /oe/ /d/ rather than /b/ /r/ /aw/ /d/.

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**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 focus on reviewing high-frequency and Tricky Words that were previously taught. In grade 2, Unit 1, students are not introduced to new Tricky Words but review those from grades K and 1. For example, in Lesson 11, students review *the*, *he*, *she*, *we*, *be*, and *me*. After the initial reteach, additional support is available for students to practice these words in small groups with the teacher.
- The materials provide various activities to practice and reinforce decoding and encoding skills for high-frequency words. In Unit 2, Lesson 6, the Tricky Words *were* and *some* are explicitly introduced. The materials include detailed instructions for teaching these words, starting with the tricky part. For instance, with the word *are*, students learn that it is pronounced /ar/ rather than /ae/ /r/. Following direct instruction and guided practice, students work with a partner to complete an activity page that includes reading the words in phrases.
- The materials also include games to help students practice and reinforce decoding high-frequency words. The Pausing Points in the back of the Unit 3 Teacher Guide offer several



games for review, such as *Green Light*, *Yellow Light*, *Tricky Word Match Maker*, *Tricky Word Beanbag Toss*, and *Tricky Word Clues*. These games provide engaging methods for reinforcing word recognition and decoding skills.

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**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 offer various activities and resources, including memory-building strategies, to help students master high-frequency words in isolation. Teachers are encouraged to maintain a Tricky Word Wall in their classrooms, where new words are added in alphabetical order. As students become familiar with the spelling patterns of these words, they can be removed from the wall, as they are no longer considered “tricky.” The wall serves as a reference for students and provides an easy tool for quick review of lessons or activities.
- The materials feature decodable texts designed for students to practice reading fluently. Each story includes words made up of previously taught letter-sound correspondences and Tricky Words. For instance, in Unit 5, the Tricky Word *castle* appears throughout the decodable story *The Beginning*. Before students read the story, they are explicitly taught that the *t* in *castle* is silent. These texts allow students to apply their reading skills to familiar words and sounds, reinforcing their learning and boosting their confidence.
- The materials provide a weekly pretest and posttest spelling assessment that includes Tricky Words in isolation and in sentences. Students receive the spelling words on Monday during the pretest and practice them throughout the week, culminating in the posttest on Friday. The assessment involves the teacher orally presenting the words for students to spell in their dictation journals and includes a dictated sentence. For example, in Unit 6, Lesson 5, students are tasked with spelling twenty words, including the Tricky Word *Britain*. The dictation sentence for this assessment is, “The United States went to war against Great Britain.”

## Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	38/38
5.E.3a	<a href="#">Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)</a>	2/2
5.E.3b	<a href="#">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)</a>	8/8
5.E.3c	<a href="#">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 &amp; 2.A.3)(S)</a>	12/12
5.E.3d	<a href="#">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 &amp; 2.A.3)(S)</a>	16/16

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

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. The grade 2 Scope and Sequence specifies that in Unit 1, students will read one- and two-syllable words with basic code spellings for short vowels, all consonants, and spelling alternatives for /s/, /j/, /w/, /r/, /n/, and selected tricky spellings like *c*, *g*, *s*, and *n*. In Unit 2, students will progress to reading one- and two-syllable words with basic code spellings for long vowels and r-controlled vowels, as well as vowel digraph spellings for /oo/, /oo/, /ou/, and /oi/. Units 3 and 4 focus on reading multisyllabic words with targeted spelling alternatives, while Unit 5 emphasizes reading multisyllabic words with the schwa sound spelled in various ways and other spelling

alternatives. Finally, in Unit 6, students will read multisyllabic words with spelling alternatives, such as *ph* for *ff*.

- Throughout the program, the lesson objectives progress from less to more complex skills throughout the units. In Unit 5, Lesson 7, students are expected to learn the sound/spellings /ə/ > *a* and *e* and will read two- and three-syllable words with these features. By the end of Unit 5, in Lesson 25, students will decode and spell words ending in the final stable syllables *le*, *el*, and *tion*, as well as multisyllabic words with multiple sound-spelling patterns and the tricky word *schwa*.

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**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 provide comprehensive background knowledge and directions for effectively teaching syllable types and division, ensuring students can successfully decode and encode multisyllabic words. In Appendix C of the grade 2, Unit 1 Teacher Guide, the materials elaborate on the rationale for the sequence and best practices for instruction. In grade 2, students encounter more challenging multisyllabic words, including two-syllable words with one consonant between vowels, which can be divided either before or after the consonant. They are taught a flexible approach to chunking these syllables, trying both possibilities to recognize the word. Additionally, students learn to identify Consonant -LE Syllables, divided in front of the consonant, and syllables with the schwa sound, a common unstressed vowel sound with various spellings like *a*, *e*, *al*, *il*, *el*, and *tion*.
- The materials include support notes to guide teachers in assisting students who struggle with decoding multisyllabic words. For example, in Unit 1, Lesson 11, the following note is provided: “If students struggle in sounding out *bandit*, cover the second syllable with a finger (dit), asking them to read just the first syllable (ban). Then cover the first syllable (ban), asking them to read the second syllable (dit). Reveal the entire word, asking them to blend and read both syllables. “ This approach helps students break down words into manageable parts, aiding their understanding and pronunciation.
- The materials include scripted lessons for teachers to use when providing instruction on dividing syllables. In Unit 2, Lesson 6, the script instructs the teacher to point to specific words and explain that they can be read using syllable division patterns. The script continues with, “Say, ‘In this word, I see two vowels on each side of a consonant. Underline the vowels. When only one consonant comes between two vowels, I divide after the first vowel. This is a vowel-consonant-vowel pattern. Draw a vertical line between *ba* and *king*.’” This scripted approach ensures that teachers clearly communicate the process of syllable division to their students.

**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 grade 2 program begins with a review of concepts and skills taught in grade 1. In Unit 1, students will revisit multiple spelling patterns from grade 1, focusing on consonant sounds, one- and two-syllable words, and several high-frequency Tricky Words. Starting the program with a review allows teachers to assess students' current reading abilities and place them in appropriate skill-level groups.
- The materials include various resources to reinforce skills needed to decode and encode multisyllabic words. In Unit 4, Lesson 2, a spelling tree activity is used to practice these skills. Each leaf on the tree aids students in decoding each word syllable by syllable if it is a multisyllabic word. For one-syllable words, students circle the letters representing the vowel spelling in their word, identify the correct Spelling Tree, and then tape their leaf to the correct branch. For two- and three-syllable words, students circle the letters that spell a vowel sound in a single syllable, focusing on a different syllable than others with the same word.
- The 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. Activity pages accompany each unit, providing practice with previously and currently covered skills. In Unit 5, Lesson 8, a word sort activity reviews syllables, where students use their knowledge of syllable types (VCV, VCCV, and VCCCV) and chunking to read and spell ten to twenty different words.

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**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 resources for decoding multisyllabic words in connected text. In Unit 4, Lesson 7, students practice decoding closed syllable and r-controlled multisyllable words while reading *The Corner Market*. Some of the words included in the story are *corner*, *return*, *market*, and *summer*. The text also includes a decodable phrase that features the multisyllable r-controlled pattern taught in the lesson. The phrase is, “*A winner never quits, and a quitter never wins.*”
- In grade 2, the materials include a weekly spelling test for students to demonstrate their mastery of spelling patterns. In Unit 5, Lesson 5, students encode multisyllable words in isolation that feature double consonants, among other patterns. The assessment tests the students' ability to encode fifteen words and one sentence. Some words included in the assessment are *mommy*, *jelly*, and *quickly*.
- The materials include a variety of activities in the form of games for students to practice decoding multisyllabic words, using knowledge of syllable types and syllable division principles in isolation. Unit 6, Lesson 6 includes an activity to practice r-controlled vowels in a game called *Over the Rainbow*. Each student takes turns choosing a clue from the stack of

cards. The student reads the first clue aloud. If the student reads the card, fills in the missing sound, or completes the task correctly, then they can move on the board to the next space, where they will choose the next clue. The first one to the pot of gold wins. For example, one clue reads, “*Turn around and around.*” If the students successfully read the card and perform the act, they are able to move their game piece.

## Foundational Skills

5.E.4	Morphological Awareness (1–3)	19/19
5.E.4a	<a href="#">Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR.2.A.1)</a>	1/1
5.E.4b	<a href="#">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)</a>	4/4
5.E.4c	<a href="#">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 &amp; 2.A.3)(S)</a>	6/6
5.E.4d	<a href="#">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 &amp; 2.A.3)(S)</a>	8/8

The materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. The materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. The scope and sequence document found in the Teacher Guide identifies grade-level morphemes taught within each unit. For example, Unit 1 materials cover suffixes *-ing* and *-ed*, while Units 1 and 3 include *-er* and *-est*. Unit 5 introduces suffixes such as *-tion*, *-ly*, *-ion*, *-tion*, *-sion*, *-er*, and *-est*, with additional practice on *-ly*, *-ion*, *-tion*, and *-sion* in Unit 6.
- The materials organize the introduction of grade-level morphemes into smaller batches of words that follow common phonetic or spelling patterns, allowing teachers to provide direct and explicit instruction on a targeted group of words. In Unit 3, Lesson 21, students learn and practice decoding, spelling, and using words with the prefix *-un*. Words such as *unwind*, *undo*, *unable*, and *unhappy* are used to reinforce this concept. This method helps students grasp the meaning and usage of morphemes more effectively.

- The materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS by using a routine to introduce morphemes. In Unit 1, Lesson 13, Practice Suffix Spelling Patterns, teach suffix-ing. For example, the teacher informs students that this activity emphasizes suffixes. The teacher explains that a suffix is a group of letters added to the end of a root word. The lesson continues with an explanation of the focus, followed by instruction on the -ing suffix. The lesson concludes with a student activity page.

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**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 lessons in the materials include scripts for teachers to provide direct and explicit instruction on recognizing common morphemes and their meanings. In Unit 4, Lesson 18, students will write the inflectional endings -s and -es to form plural nouns and change y to i when adding -es to the ends of nouns and verbs. For example, the lesson plan instructs the teacher to say, “Tell students they have learned three ways to change a singular noun to a plural noun.” It includes step-by-step directions, such as specific words to write on the board. Another excerpt from the script states, “Carry out the following steps, saying them aloud so students can be reminded of the spelling rule for forming plural nouns ending in ‘y’ as /ie/: change the ‘y’ to ‘i’ and add -es. Write the word *butterflies* next to *butterfly* and leave both words on the board/chart paper.”
- The materials suggest resources for teachers to enhance instruction and support students in decoding and encoding common morphemes. In Unit 5, Lesson 15, the materials recommend using a Spelling Tree when introducing the suffix -tion. If the teacher is using one Spelling Tree with several branches, they suggest adding a new branch to represent the schwa sound. The teacher should prepare leaves with words like *action*, *section*, *station*, *vacation*, *attention*, *invention*, *lotion*, *fiction*, *emotion*, *nation*, *caution*, and *position* to add during the lesson.
- The materials provide direct and explicit instruction to support decoding and encoding words with common morphemes. In Grade 2, Unit 6, Lesson 27, the materials focus on the prefixes *un-*, *re-*, and *dis-*. The teacher is instructed to tell students that prefixes are parts of a word added to the beginning to change the meaning of the base word. Additionally, the teacher should remind students that these three prefixes mean “not.” For instance, if something is not real, one could say that it is *unreal*. At the conclusion of the lesson, students should work in pairs to create and identify the meanings of words with the prefixes *un-*, *dis-*, and *re-* when given base words.

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

- The materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills. In Unit 1, Lesson 13, students practice the suffix spelling patterns for -ing. During the activity, the teacher will use a digital component to display words, and students will complete an activity page during guided and independent

practice. Students will fill out a chart by adding the suffix *-ing* and doubling the last consonant if the word is one syllable, has a short vowel sound, and ends in a single consonant.

- The materials provide resources for students to develop, practice, and reinforce reading and spelling words with the suffixes *-er* and *-est*. For example, in grade 2, Unit 3, Lesson 8, students complete an activity page that requires them to use a Venn Diagram to compare two sisters from a given text using words with the suffixes *-er* and *-est*. Additionally, the activity book provides a take-home reading passage for students to practice reading words with these suffixes in context at home.
- The materials include various activities for students to practice and reinforce grade-level skills. In Unit 4, Lesson 12, students review the definition of a prefix and examples, such as *un-* and *dis-*, before learning the prefix *re-*. Following the explicit teaching segment, students will reinforce their learning by creating and identifying the meanings of words with the prefix *re-* when provided with base words.

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

- The materials provide opportunities for students to decode and encode words with morphemes in isolation, building on previous instruction. In Unit 3, Lesson 11, the spelling words for the week include words with silent letters and endings *-ing* and *-ed*. The words are: *knotted, wringing, whipped, quitting, knitting, wronged, whined, quacked, knocked*, and the tricky word *all*.
- The materials include various resources for students to decode words with morphemes within the text. In Unit 3, Lesson 20, students will read *The Dispute*. During the introduction of the story, students revisit the story *Jump* from the previous lesson. In *Jump*, the character Jo felt *unhappy*. The materials instruct the teacher to review the word *unhappy*. The lesson plan states, “Write the word *unhappy* on the board/chart paper. Guide students in reading and identifying the meaning of the word *unhappy*.”
- The materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation, building on previous instruction. In Unit 5, Lesson 16, students will practice decoding words with *-tion* in the foundational skills review. For this quick review, students should remember that adding the suffix *-tion* to a verb changes it to a noun. Words with *-tion* describe a state, action, or process.