# IMRA Review Cycle 2024 Report



| Publisher Name | Program Name |
|---|---|
| EPS Operations, LLC | *S.P.I.R.E.® 4th Edition* |

| Subject | Grade Level |
|---|---|
| English Phonics | 2 |

**Texas Essential Knowledge and Skills (TEKS) Coverage:**     **32.41%**

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

**Quality Review Overall Score:**     **212 / 340**

## IMRA Reviewers

### Flags for Suitability Noncompliance     1

| Indicator | Count of Flags |
|---|---|
| 1. Prohibition on Common Core | 1 |
| 2. Alignment with Public Education's Constitutional Goal | 0 |
| 3. Parental Rights and Responsibilities | 0 |
| 4. Prohibition on Forced Political Activity | 0 |
| 5. Protecting Children's Innocence | 0 |
| 6. Promoting Sexual Risk Avoidance | 0 |
| 7. Compliance with the Children's Internet Protection Act (CIPA) | 0 |

### Flags for Suitability Compliance     3

| Indicator | Count of Flags |
|---|---|
| Alignment with Public Education's Constitutional Goal, 2.1.1 | 3 |
| Promoting Sexual Risk Avoidance, 6.2 | 0 |

### Alleged Factual Errors     0

## Public Feedback

### Flags for Suitability Noncompliance     0

| Rubric Indicator | Count of Flags |
|---|---|
| 1. Prohibition on Common Core | 0 |
| 2. Alignment with Public Education's Constitutional Goal | 0 |
| 3. Parental Rights and Responsibilities | 0 |
| 4. Prohibition on Forced Political Activity | 0 |
| 5. Protecting Children's Innocence | 0 |
| 6. Promoting Sexual Risk Avoidance | 0 |
| 7. Compliance with the Children's Internet Protection Act (CIPA) | 0 |

### Alleged Factual Errors     0
### Public Comments     0

# Quality Review Summary

| Rubric Section | Quality Rating |
|---|---|
| 1. Intentional Instructional Design | 26 / 53 |
| 2. Progress Monitoring | 20 / 28 |
| 3. Supports for All Learners | 18 / 32 |
| 4. Phonics Rule Compliance | 27 / 36 |
| 5. Foundational Skills | 121 / 191 |

## Strengths

- 2.2 Data analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret and track their progress and growth.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
- 5.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships, guiding teachers in phoneme-letter instruction with corrective feedback, while offering diverse activities for students to practice and reinforce decoding skills in both isolated and connected text.

## Challenges

- 1.1 Course-Level Design: Materials do not incorporate the TEKS and ELPS in the scope and sequence. They do not provide pacing guides for various calendars, guidance for unit internalization, or include resources to support administrators and instructional coaches.
- 1.2 Unit-Level Design: Materials do not contain supports for families in Spanish for each unit with suggestions on supporting the progress of their student.
- 1.3 Lesson-Level Design: Materials do not include comprehensive, structured,

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

- 2.1 Instructional Assessments: Diagnostic, formative, and summative assessments are not aligned to the TEKS and objectives of the course, unit, or lesson. The instructional assessments do not include standards-aligned items at varying levels of complexity.
- 3.1 Differentiation and Scaffolds: Materials do not provide educators with guidance to support students in understanding unfamiliar references in text or implement differentiated instruction.
- 3.3 Support for Emergent Bilingual Students: Materials do not provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, or support for emergent bilingual students.
- 4.2 Daily Instructional Sequence and Routines: Materials do not ensure daily lessons provide explicit instruction with teacher modeling and guided practice with immediate feedback. They do not provide diverse opportunities for collaborative practice.
- 4.5 Progress Monitoring and Student Support: Materials do not offer data-management tools for tracking whole-class progress, determining the frequency of progress monitoring, or include guidance on how to accelerate learning.
- 5.B.1 Oral Language Development: Materials do not provide explicit and systematic guidance for developing oral language through diverse methods and do not include authentic opportunities for students to ask questions.
- 5.D.1 Phonological Awareness: Materials do not provide feedback based on common errors and misconceptions and lack activities for reinforcement of phonological awareness skills.
- 5.D.2 Phonemic Awareness: Materials do not provide feedback based on common errors and misconceptions.
- 5.E.1 Sound-Spelling Patterns: Materials lack resources for students to develop, practice, and reinforce grade-level sound-spelling patterns.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials do not include guidance for the teacher to provide explicit instruction for encoding regular and irregular high-frequency words and do not provide of variety of activities and resources for students to develop skills.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials do not include a variety of activities and resources to practice decoding and encoding with syllables.

# Summary

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

Campus and district instructional leaders should consider the following:
- Although the curriculum provides useful resources like teacher guides and reinforcing lessons, it lacks a variety of activities for teaching phonological awareness. The resources do not include a clear, systematic sequence for introducing and developing phonological awareness skills.

- While the program includes some activities available for teachers in Grade 2 materials, these activities lack variety and do not provide the teacher with explanatory and corrective feedback. As a result, novice teachers might need a more complex, organized method for ensuring that phonological awareness is effectively taught and practiced.

# Intentional Instructional Design

| 1.1 | Course-Level Design | 7/15 |
|---|---|---|
| 1.1a | Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course. | 3/5 |
| 1.1b | Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210). | 1/2 |
| 1.1c | Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. | 2/2 |
| 1.1d | Materials include guidance, protocols, and/or templates for unit and lesson internalization. | 1/2 |
| 1.1e | Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed. | 0/4 |

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

Evidence includes, but is not limited to:

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

- In grade 2, the S.P.I.R.E. Program Level 4 Teacher's Guide materials provide a Table of Contents showcasing the Knowledge taught within the Level 4 Teacher's Guide. The Knowledge is divided within the Table of Contents into subsets of skills such as "a," "Consonant -le Syllables," and "on." Also, at the beginning of the same Teacher's Guide, there is a scope and sequence that lists the skills taught in each level of the S.P.I.R.E. Program curriculum. No stated alignment or outline shows a link to the TEKS.
- The Level 5 Teacher's Guide has a scope and sequence organized by phonics concepts such as hard and soft c/g and silent letters. The materials do not list or connect the scope and sequence to the TEKS or the ELPS.

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

- There is a section describing Pacing. It states that "pacing will vary, according to the number of lessons required to reach mastery for each concept." It also discusses the time allotment needed to teach each lesson and how the lesson could be broken up over more than one day. The materials do not provide a calendar to support the yearly pacing of lessons over a calendar year.
- At the beginning of the Level 4 Teacher's Guide, there is a scope and sequence listing showing the order of each book level in the program. The "Table of Contents" also lists the of the lessons with the reinforcing lesson and passage that correlates. The grade 2 S.P.I.R.E. Program Level 4 Teacher's Guide does not include support for various instructional calendars or outline how to use the curriculum with varying instructional days.
- The Level 5 Teacher's Guide contains a section called Getting Started with S.P.I.R.E. that provides guidance on "Pacing." "Pacing will vary, according to the number of lessons required to reach mastery for each concept." The guidance suggests that for the "maximum amount of progress," students should receive an uninterrupted 45- to 60-minute lesson five days a week. The pacing guide states that if this timeline is followed, students will complete a level every 3–4 months. The guidance also provides an alternative 30-minute-a-day schedule that divides each lesson into half. For example, lesson Steps 1–4 are completed on Day 1, and Steps 5–10 are completed on Day 2. Utilizing this schedule, students will complete 1 level every 6–7 months.
- Grade 2 S.P.I.R.E. Program Level 5 Teacher's Guide includes a suggestion labeled Pacing that states the minimum amount of time required to not adversely affect student outcomes. Materials provide suggestions for splitting lessons into two days with specific suggested times. Grade 2 S.P.I.R.E. Program Level 5 Teacher's Guide does not include support for various instructional calendars or outline how to use the curriculum with varying instructional days.

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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 Teacher's Guide Level 4 provides a detailed overview in the section Components of S.P.I.R.E. and Getting Started with S.P.I.R.E., which details the portions of the teaching materials, components within the curriculum, and placing/grouping and pacing of the lessons.
- The Teacher's Guide Level 4 introduces the program, giving the teacher background knowledge for struggling readers, differentiation, and features of the program. This includes the rationale for lesson order and how the lessons progress through the curriculum units. The Level 4 Teacher Guide states, " The S.P.I.R.E. Program includes two categories of ten-step lessons: "Introductory and Reinforcing." "Introductory Lessons" present a new concept, providing at least forty exposures to the new material through all sensory modalities. Reinforcing lessons provide additional practice with the new concept and the opportunity for students to apply their learning to text:
- The Level 5 Teacher's Guide explains how the concepts learned in each level connect throughout the program. "Each new concept is first presented in an "Introductory Lesson,"

then practiced in Reinforcing Lessons along with previously taught concepts. Previously taught concepts are spiraled through the "Reinforcing Lessons," providing a comprehensive review." The guide states that concepts are not only spiraled within a level but also from level to level. For example, in Introductory Lesson 1: Soft c, Step 1: Phonogram Cards guides teachers to "Review all previously learned Phonograms Cards, 1–89."

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

- The Level 4 Teacher's Guide provides several pages outlining the "Components of S.P.I.R.E.," giving teachers explanations for each of the components. It also has a section for Getting Started with S.P.I.R.E. and The S.P.I.R.E. Lessons that guide the reasoning for placement for students and details for each lesson component to assist teachers in understanding the design.
- The materials include a teacher's guide as the central resource to teach each level. The Teacher's Guide "offers step-by-step support for each concept. Explicit, teacher-led instruction is provided for every part of the ten-step lesson. There is a Lesson Overview before each lesson that lists all the material needed and the activities taught for each of the ten steps of the lesson. For example, in Introductory Lesson 1, Step 3, "Word Building" calls for one green and one white circle for each student from the manipulative kit. The students will use the circles to represent sounds.
- In the *Level 4 Blackline Masters Book*, a lesson planner can be utilized for lesson internalization. This template allows teachers to plan and internalize the components of the lessons they will teach.
- In the *Level 5 Blackline Masters Book*, there is a lesson planner that can be utilized for lesson internalization. This template allows teachers to plan and internalize the components of the lessons they will teach.

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

- The materials do not include resource and guidance to support administrators and instructional coaches with implementing materials as assigned. Grade 2 Level 4 Teacher Guide provides a section titled Getting Started with S.P.I.R.E. that details the components of the internal lessons and how to implement them.
- The Overview of Assessments in S.P.I.R.E., 4th Edition, provides an overview of the assessments for the S.P.I.R.E. system. The summary includes information on the types of assessments and how teachers and staff can access those assessments.
- The S.P.I.R.E. Quick Start Lessons Guide includes an overview of the components within each Level Guide's lessons and the order and process to implement them as a teacher resource and does not mention administrators or instructional coaches.
- In the Introduction portion of the Level 5 Teacher's Guide, the materials guide lesson implementation. This guidance describes each component of the lesson plan and the

suggested time frames for the duration of each component. This guidance is written to support teachers but not administrators or instructional coaches.

# Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- Grade 2 *Level 4 Teacher's Guide* includes a lesson overview at the start of each lesson, providing the necessary content knowledge to teach internal lessons successfully. The *Level 4 Teacher's Guide* provides overviews before each introductory and reinforcing lesson. The lessons are arranged in *Levels* that correspond to grade-level appropriate learning. There is an introduction at the beginning of each "Leveled Book." The word unit does not refer to lessons, groups of lessons, or the levels of the teacher's guides.
- In the *Level 5 Lesson Guide*, the materials provide a paragraph following each Introductory lesson overview that describes the background content students should know and explains the upcoming skill. For example, in Lesson 1, Soft c, the material guide explains that this lesson "introduces the soft sound for the letter c: /s/. This sound occurs when c comes before e, i, or y. Students should already know the hard /k/ sound for c."
- Vocabulary guidance is provided in *Step 4: Decoding and Sentence Reading* under the subtitle *Vocabulary Development*. For example, Lesson 1's guidance includes, "The following words may present meaning challenges for some students: flounce, trance, and lance." Teachers should "Check that students understand the meaning of the words" and "discuss unknown vocabulary within addition to that the students using the strategies described in Vocabulary Development, in the Appendix." The overview does not guide content knowledge and academic vocabulary.
- The materials provide examples of how to code words based on their phonics patterns. The background knowledge provided is not comprehensive, but it does give some background knowledge regarding concepts taught during the lessons.

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

- In the *S.P.I.R.E. Program Family Guide*, there is a letter to parents explaining the background of the program and an overview of how the program works. The family letter provided is in English. Within the *S.P.I.R.E. Program Family Guide* is a parent letter explaining the overall program's components. For example, the letter states, "S.P.I.R.E. is designed to help your child experience reading success through a systematic and structured curriculum. The program follows the Structured Literacy Approach and incorporates phonological awareness, phonics, spelling, vocabulary, comprehension, and fluency instruction, leading to permanent reading gains." The letter explains the ten steps of the lesson and then gives parents some suggestions to support learning at home. The at-home activities include reading aloud to students, engaging in conversation and asking questions, playing word games, and providing books that students can read independently.

- Within the *S.P.I.R.E. Program Family Guide Parent Letter*, the materials link to a 27-minute video where Julie Ross explains to parents what components they will receive for at-home work. For example, she explains that each student will need a yellow and green crayon and scissors. She also shows the sound cards and tells parents that they will receive a set as part of the take-home kit. The video explains how to use the *S.P.I.R.E. Program Review Lesson Plan for Remote Learning*, including how to give a fluency drill. S.P.I.R.E. Program provides teachers with an ancillary material titled "Parents as Partners." This resource provides parents with suggestions on how to support students' progress at home. It includes a list of implementation ideas and a link to the "Parent as Partner" video. This resource is only in English. Materials do not contain supports for families in Spanish for each unit with suggestions on supporting the progress of their student.

# Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- Materials include comprehensive, structured, detailed lesson plans that include questions, tasks, materials, and instructional assessments required to meet the content standards of the lesson. Grade 2 *Level 4 Teacher's Guide* includes a rationale before each lesson that details the structure and importance of the letter sounds being taught. The rationale also includes instructions for coding words when reading. At the beginning of each lesson, a Lesson Overview gives each of the ten steps, the materials necessary to teach each step, and what activity to expect. The lessons do not include language or content standards. Within each lesson, there are detailed instructions for presenting each step, giving guidance on how to utilize the included resources. There are questioning strategies throughout the lesson and guidance on the preparation of materials. Formative assessments are embedded within the lessons, often asking students to agree or disagree with a hand signal. Lessons are arranged with an introductory lesson followed by two reinforcement lessons. The lesson includes the opportunity for informal assessments through observation, dictation sentences, and wrap-up

activities. Content assessments are given four times per year. The materials do not include language standards or daily objectives.

- The *Level 5 Teacher's Guide* provides a comprehensive outline of each lesson, including a detailed description of the ten steps involved. This includes rationale, step structure, expected materials, and recommended time frames for each step. Each lesson begins with a lesson overview outlining the steps, required materials, and expected activities. Detailed instructions are provided for presenting each step, including guidance on utilizing available resources. Questioning strategies and material preparation guidance are integrated throughout the lessons. Formative assessments are incorporated, often involving agreeing or disagreeing with a hand signal. Lessons are structured with an introductory lesson followed by two reinforcement lessons. Opportunities for informal assessments through observation, dictation sentences, and wrap-up activities are included. Content assessments are administered four times a year.

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

- The grade 2 *Level 4 Teacher Guide* includes a section titled "Pacing" that suggests pacing for teaching "Full Lessons" and "Half Lessons." In that overview are suggested time parameters for each of the ten components. Teachers are provided with clear instructions on each component's purpose and an approximate time range per component. For example, it instructs teachers to take approximately 5 minutes to complete Step 1: Phonogram Cards."
- The front matter of the *Level 5 Teacher's Guide* provides detailed instruction as to the layout and structure; there is a description of all ten steps that each lesson will contain. Minutes are provided as guidance for how long each section should take. For example, it is recommended that Step 1: Phonogram Cards" should take 5 minutes; Step 4: Decoding and Sentence Reading" should take about 10 minutes; Step 6: Reading Comprehension" should take about 15 minutes; and Step 10: Sentence Dictation" should take about 15 minutes.

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

- The grade 2 *Level 4 Teacher's Guide* provides a "Lesson Overview" at the start of each new lesson, listing the materials needed by the students and teachers to deliver the lesson effectively. For example, Lesson 1 lists that the teacher will need several items: "Phonogram Cards 1–74, Lesson Dictation Paper, the student workbook, Concept Mastery Fluency Drill 4.1, and Key Words Sheet."
- A materials list is provided in the "Lesson Overview" for each Introductory and Reinforcing Lesson that lists the materials needed for the lesson. The materials are listed for each of the ten steps of the lesson, and then their use is explained in the narrative for each step. For example, in the *Level 5 Teacher's Guide*, Introductory Lesson 2: Soft G, the overview lists materials for Step 3: Word Building. They are "2 green and three white circles (manipulative kit) - 1 set per student and the Phoneme-Grapheme Sheet." In the Step 3 narrative, guidance is given: "Students use two green and three white circles from the manipulatives kit to identify

and manipulate sounds in words. Then, students write the letter representing those sounds to build words." A script is then provided for the teacher to explain the use of the worksheet and the circle manipulatives.

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

- Grade 2 *Level 4 Teacher's Guide* includes a section called "The S.P.I.R.E. Lessons" with a paragraph stating, "Reinforcing Lessons provide additional practice with the new concept and the opportunity for students to apply the learning to text."
- The lesson guidance from the *Level 4 Teacher's Guide* provides two Reinforcement Lessons following each Introductory Lesson. After the first reinforcement lesson, the guide gives the teacher the option to extend to day two of the Reinforcement Lesson or to skip based on student understanding.
- The YouTube Video provided in the *Parent Support for S.P.I.R.E. with Review Lesson* states that the teacher will send home a *S.P.I.R.E. with Review Lesson Plan* describing ways that parents can practice the skills learned in the classroom. There are directions on what supplies are needed and items that will be sent home. The Spiral Review Lesson Plan states that the S.P.I.R.E. Review Lesson Plan is for Remote Learning.

# Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- Grade 2 *Level 4 Teacher Guide* includes a section titled "Assessments'' within" at the beginning of the book. The *Level 4 Teacher Guide* includes four different types of assessments such as "the Pre/Post Test," "Mid-Level Test," "Concept Mastery Fluency Drills," and "Concept Assessments". Each of these assessments measures mastery at different levels, such as the lesson and unit(guide) levels. The assessments are timed throughout the Level. The "Mastery Fluency Drills" take place throughout the lessons. At the same time, the "Concept Assessments" occur at the end of the "Reinforcement Lesson Cycle." The pre- and post-assessments arise at the beginning and end of a level. The mid-level occurs during the middle—the task varies from word reading to sentence reading and reading comprehension.
- Grade 2 *Level 5 Teacher Guide* includes a section titled "Assessments" at the beginning of the book. The L*evel 3 Teacher Guide* includes four different types of assessments such as "the Pre/Post Test," "Mid-Level Test," "Concept Mastery Fluency Drills," and "Concept Assessments". Each of these assessments measures mastery at different levels, such as the lesson and unit(guide) levels. The materials include a *Level 5 Assessment Blackline Master*

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

- For example, in the grade 2 *Level 5 Assessments Blackline Masters Book*, the materials include pre-, mid-, and post-tests, lesson assessments, and fluency drills. These assessments vary in decoding, encoding, fluency, and comprehension skills.
- Within the *S.P.I.R.E.* placement assessment, is a diagnostic assessment that places students in the level that they need to start. The levels range from 1 to 6.

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

- Grade 2 *Level 4 Teacher's Guide* includes a section titled "Assessment" at the beginning of the book. Teachers can view the different assessments offered within this piece of the *S.P.I.R.E. Curriculum*, its definition, and its intended use. The *Level 4 Teacher's Guide* includes four different types of assessments such as "the Pre/Post Test," "Mid-Level Test," "Concept Mastery Fluency Drills," and "Concept Assessments." The pre- and post-assessments occur at the beginning and end of a level, and the mid-level occurs during the middle. The tasks vary from word reading to sentence reading and reading comprehension.
- The *S.P.I.R.E. Curriculum* provides an "Overview of Assessments" in the S.P.I.R.E. 4th Edition document that outlines the various assessments in the curriculum. This document explains the types of assessments and the intended purpose of each assessment.
- The *Level 5 Teacher's Guide* has an "Assessment" section in the Introduction. Within the assessment section, the materials outline the definitions of each assessment. The *Level 5 Teacher's Guide* includes four different types of assessments such as "the Pre/Post Test," "Mid-Level Test," "Concept Mastery Fluency Drills," and "Concept Assessments."

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

- Grade 2 *Level 4 Teacher's Guide* includes a section at the beginning of the component within the "Introduction" titled "Assessment" that gives a detailed overview of each offered assessment within the guide and the details for preparation, scoring, and administration.
- Grade 2 *Level 5 Teacher's Guide* includes a section at the beginning of the component within the "Introduction" titled "Assessment" that gives a detailed overview of each offered assessment within the guide and the details for preparation, scoring, and administration.
- The "Overview of Assessments" in the *S.P.I.R.E* 4th Edition provides a thorough definition and explanation of the assessments provided in the curriculum and a picture of the assessment for reference.
- In the *Level 5 Assessments*, *Blackline Masters Book*, directions are provided to the teacher on how to administer and score the pre- and post-assessments. The materials state, "Show the student Part 1", and direct the student to read the words from left to right. Do not stop the student, even if an error is made. Indicate the errors by circling any misread words on the recording sheet. Sounded-out and self-corrected words are counted as correct.

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- The materials in the "Mid-Level Test" state, "Dictate the words to the group. After you dictate each word, allow several seconds for students to write the word. When completed, collect student work."

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

- In the *Level 4 Teacher's Guide,* there are "Pre/Post Assessments," "Mid-Level Assessments," and "Concept Assessments." The instructions are in the *Level 2 Blackline Master*. There is an overview of the assessment and different testing options. Then, a section gives the teacher directions and a scoring guide. At the back of the *Level 4 Blackline Masters* book, there are several recording sheets.
- In the *Level 4 Teacher's Guide*, the materials show assessments but do not show alignment to the TEKS nor to objectives. There is a lesson overview at the beginning of each lesson, and it states what is being assessed, but since there are no objectives in the lesson, there is no clear alignment. For example, on page 30 of the *Level 4 Teacher's Guide,* the overview states, "Assess student fluency reading words with *ea*"; however, there is no objective in the lesson overview to ensure alignment. The lesson also encompasses more skills that are not being assessed.
- In the *Level 2 Assessments Book* and the *Level 4 Teacher's Guide*, no connection is made to the TEKS. "The Mid-Level Test" should be administered midway through each level to measure the retention of previously learned concepts in the level." It does not connect directly to any specified connection to TEKS or objectives.
- In the *Level 4 Assessments Book* and the *Level 4 Teacher's Guide*, no connection is made to the TEKS. The materials state in the *Level 5 Teacher's Guide* that "The Mid-Level Test" should be administered midway through each level to measure the retention of previously learned concepts in the level." It does not connect directly to any specific TEKS or objectives.

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

- Grade 2 *Level 4 Teacher's Guide* includes varying levels of assessments within this component. The levels within this component include "Fluency Drills," "Reading Accuracy," and "Decoding."
- The *Level 4 Blackline Masters and Assessments* have varying levels of complexity in assessments ranging from "Word Reading to Reading Comprehension." In the "Mid-Level Assessment," students write words that are dictated. There is also a "Concept Mastery Fluency Drill and Concept Assessments on Word Reading and Sentence Reading." There is no evidence of standards listed within the materials.
- The assessments provided in the *Level 4 Assessments Blackline Masters* vary in decoding, encoding, dictation, fluency, and comprehension. None of these assessments connect back to or mention any TEKS or standards.

- Grade 2 *Level 5 Teacher 'Guide* includes varying levels of assessments within this component but do not align to any standards. The levels within this component include "Fluency Drills," "Reading Accuracy," and "Decoding."

## Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The *Level 5 Assessment Book* guides how to interpret student performance in the "Scoring and Reporting" section of the "Mid-Level Test: Administration, Scoring, and Reporting" portion of the book. Guidance on how to respond based on student performance is located in the "Remediation" section.
- The *Level 5 Teacher's Guide* "Assessment" section guides scoring and responding to student performance on the "Concept Assessments." For example, "once all students in the instructional group achieve 80 percent mastery on a "Concept Assessment," they are ready to proceed to the next "Introductory Lesson." The directions guide will help the group proceed to the next "Reinforcing Lesson" if they have not reached mastery.
- The *Level 5 Teacher's Guide* "Digital Assessment and Reporting" section guides interpreting the assessment data. There are class-level and student-level reports that "provide class averages and allow teachers to drill down to view specific assignments and students." Within the progress reports, individual student responses to questions can be reviewed.
- In the *Level 4 Blackline Masters,* there are instructions for administering the assessment, interpreting the results, and responding to the assessment. The guidance is given on the "Mid-Level Assessment" for students scoring below 80%; the teacher will "select and reteach a Reinforcement Lesson from the concept and provide remedial instruction for the student." The student is then reassessed to determine mastery.

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

- The *Level 5 Teacher's Guide* "Assessment" section explains the assessments and guides instructional actions based on student trends. For example, "the Placement Test should be used to determine the level at which the students should begin the program." The "Concepts Assessments," which are given after the end of the "Reinforcing Lesson," guide that "once all students in the instructional group achieve 80 percent mastery on a "Concept Assessment," they are ready to proceed to the next Introductory Lesson."
- The *Level 3 Teacher's Guide* "Digital Assessment and Reporting" section provides guidance on interpreting the assessment data. Class- and student-level reports "provide class averages and allow teachers to drill down to view specific assignments and students." Within the progress reports, individual student responses to questions can be reviewed.
- In the *Level 4 Blackline Masters*, instructions are given on the "Mid Level Assessment" for students scoring below 80%; the teacher will "select and reteach a Reinforcement Lesson from the concept and provide remedial instruction for the student." The student is then reassessed to determine mastery.
- The *Level 4 Teacher's Guide* has directions for utilizing the "Concept Mastery Fluency Drills and Concept Assessments" to determine student mastery and the teacher's next steps in helping students reach mastery. These assessments are given within the lesson cycle of the "Introductory and Reinforcement" cycles.
- In the *Level 5 Teachers Guide* and the *Level 5 Instruction and Assessment Blackline Master* book, guidance is provided to teachers on how to proceed after each Reinforcing Lesson. Each Reinforcing Lesson contains a "Concept Assessment," which guides instruction based on student performance. According to the *Level 3 Instruction and Assessment Blackline Master*, "Students who decode 80 percent or more of the target words correctly are ready to move to the next concept."

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

- The *Level 4 Teacher's Guide* states," All assessments are supported by recording forms that can be customized for each student. "Summary" and "Tracking Sheets" support progress monitoring throughout the level. "The materials never specify if teachers or students will utilize these sheets. These tracking sheets are in the *S.P.I.R.E. "*Ancillary Content Fluency Tracking Sheets and Concept Mastery Fluency Drills Summary Sheets." The materials provide a Recording Form for the Formal Assessments so that students can track their own progress. For example, the "Mid-Program Cumulative Assessment Recording Form" has a column to record either the correct or incorrect letter name, the correct or incorrect letter sound, and notes for specific incidents or trends for a particular student.
- The *Level 5 Teacher's Guide* states," All assessments are supported by recording forms that can be customized for each student. "Summary and Tracking Sheets" support progress monitoring throughout the level. "The materials never specify if teachers or students will utilize these sheets. These tracking sheets are in the *S.P.I.R.E. "*Ancillary Content Fluency Tracking Sheets and Concept Mastery Fluency Drills Summary Sheets."

- In the *Blackline Masters*, at the end of the resource, there are several recording charts to track progress. The instructions state, "To track the student's progress throughout the level, enter the scores on the Level Assessment Summary Sheet."

# Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- Grade 2 *Level 4 Teacher's Guide* begins with a "Differentiated Instruction" section. This section details how to support struggling students within this curriculum component. For example, the guide states that "Tier 1 and Tier 2" students may need only the "Introductory Lesson" and one "Reinforcing Lesson," while "Tier 3" students often need two or more "Reinforcing Lessons."
- The "Introduction" section of the *Level 4 Teacher's Guide* is titled "Differentiated Instruction". This section of the materials explains that instruction can be differentiated by allowing struggling students to receive more "Reinforcing Lessons" while students are demonstrating mastery and move on to the next concept. The materials state," One example of differentiating *S.P.I.R.E.* instruction by tiers occurs when determining the number of "Reinforcing Lessons" students require."
- Grade 2 *Level 5 Teacher's Guide* includes a section called "Differentiated Instruction " at the beginning. This section details how to support struggling students within this curriculum component. For example, the guide states that "Tier 1 and Tier 2" students may need only the "Introductory Lesson" and one "Reinforcing Lesson," while "Tier 3" students often need two or more "Reinforcing Lessons."

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

- Grade 2 *Level 4 Teacher's Guide* includes "Vocabulary Development" embedded support within "Step 4" of each lesson. The *Level 4 Teacher's Guide* states this step is "an opportunity to discuss challenging words that the student will encounter in the lesson. It is up to the teacher's discretion to choose the words that the students will find "challenging" before each lesson. In the "Appendix" section under "Vocabulary Development," there are several suggestions on vocabulary instruction, such as "Visualizing, Prior Knowledge and Classifying," giving teachers one strategy for each teaching suggestion.
- In *Introductory Lesson 1*, the materials state, "The following words may present meaning challenges for some students: shingle and guzzle. Check that students understand the meanings of these words. Discuss unknown vocabulary with students using the strategies described in Vocabulary Development in the Appendix."
- Grade 2 *Level 5 Teacher's Guide* includes "Vocabulary Development" embedded support within "Step 4" of each lesson. The *Level 5 Teacher's Guide* states this step is "an opportunity to discuss challenging words that the student will encounter in the lesson." It is up to the teacher to choose the words that the students will find "challenging" before each lesson. These examples provide embedded supports for unfamiliar vocabulary.

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

- Grade 2 *Level 4 Teacher's Guide* provides student "reinforcement" in each lesson's "Practice" section. The teacher guidance states that while the teacher is administering fluency drills to a student, the other students may complete "independent practice for extra reinforcement." There is "multisensory instruction, game-like activities, engaging fiction and nonfiction passages." In the directions for teacher instruction, the teacher is guided on moving through the lessons based on student mastery.
- The materials state, "While administering the "Concept Assessment" to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts." This guidance can be found in the independent practice portion of each lesson.
- Grade 2 *Level 5 Teacher's Guide* provides student "reinforcement" in each lesson's "Practice" section. The teacher guidance states that while the teacher is administering fluency drills to a student, the other students may complete "independent practice for extra reinforcement." It has no differentiated instruction for on-grade level students or extension activities. The materials state, "While administering the "Concept Assessment" to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts." This guidance can be found in the independent practice portion of each lesson.

## Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- Grade 2 *Level 4 Teacher's Guide* includes prompts and guided instructions such as "Say the keyword will for students, emphasizing the single /l/ sound." These instructions support the teacher in communicating directly and explicitly. Each lesson is divided into ten steps. Step 1 is always "Phonogram Cards." Within this section of the lesson, there is always a script providing teachers with explicit instruction language to use when teaching a phonics skill. For example, in Lesson 1, the materials state," You already know one sound for the letter c. The letter c usually says /k/. But the letter c also says /s/ when e, i, or y follow it."
- The grade 2 *Level, 4 & 5 Teacher's Guide* has clear headings and labels to support the teacher in transitioning between different components of the lesson, such as "Phonogram Cards," "Phonological Awareness," "Word Building," "Decoding and Sentence Building," Prereading," "Reading," "Sound Dictation," "Prespelling," "Spelling," "Sentence Dictation," "Independent Practice," and "Concept Mastery Fluency Drill."
- In the *Leveled Teacher's Guides*, each lesson provides a teacher script with teacher actions and explanations, such as the teacher saying, "I will show you these letters one at a time." The instruction to the teacher looks like "Model the first item for the students."
- Grade 2 *Level 4 Teacher's Guide* scripts each step of the ten-step lessons for the teacher. The words the teacher should say are in bold font, and additional guidance for instruction is in regular print. For example, in Level 4; Introductory Lesson 2: ea, Step 1 directs the teacher to say, "I will show you these consonants, vowels and letter teams one at a time. When I show a consonant or vowel, say the name of the letter and then say its sound. When I show a letter

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team, say the name of the letters and then say their sound." Teachers are then directed to "model the first item for students" and "review Phonogram Cards 1-73."

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

- In the Grade 2 *Level 4 Teacher's Guide,* the materials guide utilizing manipulatives to support teaching segmentation. In Lesson 1, Step 3, "Word Building," the materials state, " What is the first sound you hear on the beach? (b) Bring down the Small Letter that makes the /b/sound." The instructions continue in this manner until the entire word has been built.
- In the *Level 4 Teacher's Guide*, the materials use graphic organizers to support teaching comprehension. In Reinforcing 1–3a Step 6, "Reading Comprehension," the materials state, " We will use the passage to complete the Graphic Organizer. We must write three causes of the Basketball Dream on the left side. On the right side, we need to write three effects. Remember that a cause happens, and an effect results from what happens." These scripts support the teacher by giving recommendations on lesson delivery.
- Grade 2 *Level 5 Teacher's Guide* includes illustrations of completed examples to help facilitate effective lesson delivery.
- Grade 2 *Level 4 Teacher's Guide* includes prompts and guided instructions for effective delivery such as, "Continue reading the words, from left to right, and from row to row, using the same procedure. Have students underline the vowels or any vowel teams, draw a smile under any letter teams, draw a line under any syllables etc."
- The *Level 4 Teacher's Guide* gives the teacher instructions to utilize several different instructional methods throughout the lesson. The lessons utilize letter cards, word cards, whiteboards, letter markers, worksheets, finger motions, modeling, decodable readers, graphic organizers, and dictation recording sheets. Other strategies that the teacher is instructed to utilize is writing, use of manipulatives, hand motions, repeating, and listening for phonological awareness.

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

- The Grade 2 *Level 4 Teacher's Guide* has a section called "Getting Started with S.P.I.R.E" in the Introduction. There is a sub-section titled "Placement and Groupings." In this subsection, guidance is provided to the teacher on how to create groupings based on similar needs. The guidance states, "Students of similar skill levels can work in instructional groups of up to six students. Tier 3 or special education students with more intense intervention needs should be placed in groups of two or three, while those with severe needs should work one-on-one with the teacher."
- Grade 2 *Level 5 Teacher's Guide* includes "The S.P.I.R.E. Lessons." Within this section, the materials give evidence that supports the materials, such as times when students participate in structures such as independent practice, whole group, and small group instruction.

- The *Leveled Teacher's Guide* provides multiple different learning settings. Sometimes, the students work in small groups; at other times, they complete work independently. The majority of the learning is facilitated in small groups. The "Placement and Grouping" guidance states that students can "work in instructional groups of up to six students. Tier 2 or special education students with more intense intervention needs should be placed in groups of two or three, while those with severe needs should work one-on-one with the teacher." The teacher's lesson instructions provide the teacher with guidance regarding the types of learning and the grouping of students.

## Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- While there is no evidence of specific linguistic accommodations, the materials provide opportunities for differentiated instruction. An example of differentiating instruction "occurs when determining the number of Reinforcing Lessons that students require." After each "Introductory Lesson," several "Reinforcing Lessons" are provided "to review the concept, each with a reading passage and extensive practice."
- Grade 2 *Level 5 Teacher's Guide* includes a section titled "Nonreaders and Struggling Readers" at the beginning of the component that states why students may struggle with obtaining the skills needed to become fluent readers. The text states, "There are often several causes of reading difficulty for an individual, including limited experiences with books, cognitive or language deficits, speaking English as a second language, or having a learning disability."
- In the *Level 4 Teacher's Guide*, the materials provide linguistic support, such as graphic organizers, to support teaching comprehension. In Reinforcing 1–3a Step 6, "Reading

Comprehension," the materials state, " We will use the passage to complete the Graphic Organizer. On the left side, we must write three causes of the Basketball Dream. On the right side, we need to write three effects. Remember that a cause happens, and an effect results from what happens." There is no guidance on how to use these supports to accommodate the learning of students at various levels of language proficiency.

- In the *Leveled Teacher's Guides*, there is no specific guidance for instruction on providing linguistic accommodations or instruction leveled by ELPS expectations. Some activities utilize pictures with letter cards, word cards, and graphic organizers used within the curriculum.

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

- In the *Level 3 Teacher's Guide* in the "Differentiated Instruction" section, the materials guide, "At the early grades, S.P.I.R.E. can be effective with Tier 2 students who struggle to become readers. At intermediate elementary and higher grades, the program is most useful in Tiers 2 and 3, Special Education, Title 1, English Language Learners and students with Specific Learning Disabilities who have decoding difficulty accompanied by other inabilities with reading concepts in print."
- Grade 2 *Level 4 and 5 Teacher's Guides* include a section titled "Nonreaders and Struggling Readers" at the beginning of the component that states why students may struggle with obtaining the skills needed to become fluent readers. The text states, "There are often several causes of reading difficulty for an individual, including limited experiences with books, cognitive or language deficits, speaking English as a second language, or having a learning disability."
- In the *Level 4 Teacher's Guide*, the materials use manipulatives to support teaching segmentation. In Lesson 1, Step 3, "Word Building," the materials state, " What is the first sound you hear on the beach? (b) Bring down the Small Letter that makes the /b/sound." The instructions continue in this manner until the entire word has been built. There is no guidance on effectively using these materials with bilingual or ESL students.

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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.**

- There is no evidence that materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.
- While there is no evidence of specific support for emergent bilingual students, the materials provide opportunities for differentiated instruction. An example of differentiating instruction "occurs when determining the number of Reinforcing Lessons that students require." After each "Introductory Lesson," several "Reinforcing Lessons" are provided "to review the concept, each with a reading passage and extensive practice."

- Grade 2 *Level 4 and 5 Teacher's Guides* include a section titled "Nonreaders and Struggling Readers" at the beginning of the component that states why students may struggle with obtaining the skills needed to become fluent readers. The text states, "There are often several causes of reading difficulty for an individual, including limited experiences with books, cognitive or language deficits, speaking English as a second language, or having a learning disability."
- In the *Level 4 Teacher's Guide*, the materials provide linguistic support, such as graphic organizers, to support teaching comprehension. In Reinforcing 1–3a Step 6, "Reading Comprehension," the materials state, "We will use the passage to complete the Graphic Organizer. On the left side, we need to write three causes in Basketball Dream. On the right side, we need to write three effects. Remember that a cause is something that happens, and an effect is a result of what happens."
- In the *Level 4 Teacher's Guide*, the materials provide opportunities for oral discourse through questioning to support teaching comprehension. In Lesson 1a, Step 6, "Reading Comprehension," the materials state, "What does the passage say some kids dream of doing? What does Dean Hong dream of doing? How often does Dean practice basketball? What do you dream of doing?"
- There is no guidance on using this opportunity for oral discourse to accommodate the learning of emergent bilingual students.

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

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

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The *Teacher's Guides* provide a "Scope and Sequence" that lists each phonics component and where it is introduced within each level. The phonics instruction begins with letters and letter-sounds in the Sounds Sensible Teacher's Guide and continues to build from that level to the following levels.
- The *Grade 2 Level 4 and 5 Teacher's Guides* contain evidence of systematic and sequenced instruction. The "Introduction" section of this component lists the sounds taught and their order. The progression is systematic and follows a logical sequence from the previous grade K and 1 components by teaching more complex letter combinations that make more than one sound.
- Lessons are divided into ten sequential and systematic steps. In all lessons, Step 1 includes a "Phonogram Card" review, Step 2 is "Phonological Awareness" (which often consists of the use of the Phoneme Segmentation sheet), "Step 3 is Word Building," "Step 4 is Decoding and Sentence Reading," "Step 5 is Pre Reading," "Step 6 is Reading," and "Steps 7–10 are Sound Dictation, Prespelling, Spelling, and Sentence Dictation perspectively."

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

- The "Introduction" and "The S.P.I.R.E. Lessons" sections of the *Level 2 Teacher's Guide* provide a detailed explanation of the systematic ten-step model used in all "S.P.I.R.E. Lessons." The materials state, "Lesson plans and materials provide engaging tools designed to systematically and successfully guide students' abilities in phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension."

- The *Grade 2 Level 4 and 5 Teacher's Guide* includes an opportunity for students to engage in daily explicit phonics instruction and practice. For example, in the *Level 4 Teacher's Guide,* in the front matter section under "The S.P.I.R.E. Lesson," there is guidance for the teacher describing the progression of each lesson step by step and a suggested time frame for instruction for each step, within "Step 3: Word Building" of each lesson, students and teachers work to use magnetic letters to build individual words using previously learned sounds, change phonemes to create new words with known letter-sounds, and write words using the "Phoneme Grapheme Sheet" and other manipulatives.

- Lessons are divided into ten sequential and systematic steps. In all lessons, Step 1 includes a Phonogram Card review, "Step 2," includes several phonological awareness activities that vary by lesson to help students practice manipulating sounds. These lessons also include a "Phoneme Segmentation Sheet and Student Manipulatives Kit" utilized in this step. Teachers also have access to *S.P.I.R.E. STAR* to demonstrate using the manipulatives. Step 3 is Word Building; Step 4 is Decoding and Sentence Reading. Step 5 is "Pre Reading," Step 6 is Reading, and Steps 7–10 are Sound Dictation, Prespelling, Spelling, and Sentence Dictation, respectively.

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

- The *S.P.I.R.E Decodable Readers Teacher's Guide* describes what is in each set of decodable readers, how to utilize the book, how to incorporate foundational skills into the instruction, an overview of each set, and how to extend upon the lessons during instruction. In the *S.P.I.R.E Decodable Set 4A*, students practice the skills introduced in the "Introductory Lessons." They decode and practice comprehension and fluency.

- Materials include the practice of phonics through decodable texts. There are two sets of decodable texts to choose from for each level that follow the scope and sequence of the level. The *Level 4* guide describes the two levels, "Set A Decodable Readers consists of illustrated versions of texts from the *S.P.I.R.E. Workbook* and are meant to be read after students have already been taught the unillustrated version of the story. In "Lesson 4.1: ea," students read words like eat, ear, each, mean, and dear. They also read sentences such as "The seal left the sea and sat on the beach." in "Step 4: Words and Sentences." *Set B Decodable Readers* are original titles that use concept skills from this level. They provide further practice of the concepts, and each can be introduced at any time after the concept has been taught." For example, the first decodable text in Set 4A is "Basketball Dreams," and the first text in Set 4B is "Kenny's Visit." Both feature the skill of vowel pair, ea (eat, bread, steak).

- The *Grade 2 Level 4 and 5 Teacher's Guides* provide daily opportunities for students to practice phonics skills in isolation. For example, in "Introductory Lesson 1: ea," students begin the lesson by reading words in isolation, such as "read," "team," "cheap," "beach," and "meal." Then, in "Step 6: Reading" of the same lesson, students read words in context within "Words and Sentences."

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

- In the *S.P.I.R.E. Decodable Readers*, students can practice reading words that utilize the phonics rules they have been taught previously.
- In "Step 1: Phonogram Cards" of "Introductory Lesson 4: Consonant -le Syllables," students review previously learned phoneme/grapheme combinations. For example, the materials state, "Review all previously learned Phonogram Cards. Display Phonogram Cards 1–83." I will show these one at a time. When I show you a letter, say the letter's name and then its sound. In Step 1: Phonogram Cards of Reinforcing Lesson 4b: Consonant -le Syllable, students review previously taught Decodable and Sight Word Cards. The materials state, "Review Sight Word Cards 122–123 and Decodable 1 Word Cards 38–42."
- The *Grade 2 Level 4 and 5 Teacher's Guides* include daily opportunities for cumulative review in "Step 1: Phonogram Cards. The "S.P.I.R.E. Lessons" portion of this component explains that students "Review all previously learned program cards" daily.

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## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- In the *Level 4 Teacher's Guide,* in the front matter under "The S.P.I.R.E. Lessons," teachers are given guidance for each lesson step. There is guidance on teaching strategies that can be utilized and different choices the teacher can make in delivering the lesson. There is also guidance for the amount of time suggested for each step.
- Each lesson includes ten direct and explicit instructional steps, many of which include teacher modeling. For example, in *Reinforcing Lesson 1–3a*: ea, Step 1, the teacher models the "Phonogram Card 1," "I will show these consonants, vowels, letter teams, and vowel teams one at a time. When I show a consonant or vowel, say the letter's name and then say its sound. When I show a letter team or vowel team, say the name of the letters and then say their sound." Another example in the same lesson is in Step 10, "Sentence Dictation." The teacher models the dictation process by saying, "Listen carefully as I say a sentence, and watch as I make a dash on the board for each word."
- The *Grade 2 Level 4 and 5 Teacher's Guide* provides a section at the beginning called "Teacher Materials." This section gives the teacher guidance on the different components available within this guide and offers "step-by-step support for each concept." For example, in Step 1: "Phonogram Cards" of the *Level 2 Teacher's Guide,* the lesson requires teachers to provide students with explicit instruction through modeling. The materials include formatted (bolded) text to distinguish between scripting for teachers and potential student responses during daily phonics instruction. The materials state, "Write 'cliff' on the board, and draw a smile under ff. We pronounce this word /klif/. We don;t say /k/ /l/ /i/ /f/ /f/. When we see the two f's at the end of a word, we say just one /f/ sound."

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

- The materials provide a script for teachers to provide direct and explicit instruction with the correct answers, besides the student-directed questions for feedback opportunities. For example, in the *Level 4 Teacher's Guide*, "Reinforcing Lesson:1–3b: a" Step 3: Word Building, teachers say, "Say break. (break). How many sounds do you hear during the word break? (4) What is the first sound you hear in the word break? (/b/).

- In the *Grade 2 Level 4 Teacher's Guide*, the lessons provide an opportunity for the teacher to introduce the new phonics skill and then some guidance on how to progress through the teacher's instruction and then transition into guided practice with additional practice opportunities for the students. In Step 2, "Phonological Awareness," one example is "Sound out the word, pointing to each circle (/s//p//r/a/n/). Now, say the whole word fast (sprain). Repeat the activity with the following words: waist, wait, claim, stair, and fair. Limited guidance for corrective feedback if students do not answer correctly.

- In the *Level 4 Teacher's Guide*, each lesson contains a "Step 3: Word Building" that provides opportunities for direct and explicit guided instruction. The materials state, "Say peach. How many sounds do you hear in the word peach? What is the first sound you hear in the word peach? (/p/) Bring down the Small Letter that makes the /p/ sound. What is the letter? (p) What vowel sound do you hear in peach? (ea) Is peach one syllable? (yes) Again, does the sound /ch/ come out at the end of peach?... Now go back to the beginning and glide your finger under the word, saying it fast." While the lessons are scripted, the materials lack immediate and corrective feedback.

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

- The *Grade 2 Level 4 and 5 Teacher's Guides* include a lesson overview at the beginning of each lesson that provides examples of practices students will participate in within that lesson. This overview is provided before every lesson, and each lesson has a section for students to engage in independent practice, but not collaborative learning experiences.

- Within each daily lesson, students have opportunities to practice independently. For example, in the "Introductory Lesson 4": "Consonant -le Syllables," students complete page 39 in their workbook. Teachers "discuss the illustrations, identifying each picture." Teachers then help students read the words at the top of the page and match the correct word to the first picture. Students then complete the page independently. "Independent Practice 2" is page 40 in their student workbook. Teachers are instructed to prompt students "to read the words below the sentence and then read the first sentence." Students then complete each sentence with the correct word and complete the rest independently. "If students are ready to read a new decodable book independently or in pairs, invite them to read Set 4B: Decodable Reader *The Castle*."

- The *Level 4 Teacher's Guide* at the end of each lesson has a subsection titled "Independent Practice." This subsection contains two opportunities for students to apply their learning through independent practice, which they may work on while the teacher administers the

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Concept Assessment. The materials state, "While you are administering the Concept Assessment to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts. In the *Level 4 Teacher's Guide*, most lessons are delivered in a small group setting but to the whole group at one time. There are opportunities for students to read words or text to the group after each has attempted independently. The "Independent Practice" portion of the lesson states, "If students are ready to read a new decodable book independently or in pairs, invite them to *Set 4A Decodable Reader Basketball Dreams*." While there are opportunities for students to practice independently, there is no evidence for collaborative practice opportunities.

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- There are built-in opportunities for students to review previously taught skills. The *S.P.I.R.E.* program spirals concept—both as concepts progress within a level and from level to level as the program progresses." For example, in "Introductory Lesson 3: ea" Lesson Overview, there is a review opportunity in Step 1: Phonogram cards to "review previously taught Phonogram Cards," and Step 9: "Spelling to spell known and new words."
- The *Level 4 Teacher's Guide* "Step 1" has the teacher spiraling back through all of the previous phonogram cards as a review before presenting the newest card. Throughout the rest of the ten steps, the focus of the work is on recognizing the new phonogram by hearing the sounds, building the word, reading sentences with the phonogram, finding words within a word find that have the phonogram, listening for sounds of words containing the phonogram, spelling words with the phonogram and sentence dictation using words with the phonogram. Each 'Introductory Lesson' is followed by two "Reinforcement Lessons." There is a more thorough spiraling of previous learning within the "Reinforcement Lessons."
- The *Grade 2 Level 4 and 5 Teacher's Guides* provide opportunities daily for students to practice previously learned and new concepts within the "Independent Practice" section of each lesson. The "Independent Practice" section includes a cumulative review of previously learned concepts with activities such as "answering comprehension questions," "building words," "matching text to images," "drawing illustrations for sentences," and "writing sentences for newly learned words." The materials state, "While you are administering the Concept Assessment to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts. The actual practice opportunities can be found in the student workbooks."

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

- The *Level 4 Teacher's Guide* describes the relationship between taught and practiced phonics skills. "Each new concept is first presented in an Introductory Lesson, then practiced in Reinforcing Lessons along with previously taught concepts." For example, Introductory *Lesson 2* focuses on ea. Students then practice identifying the ea sound in the "Phonological Awareness" Step 2, build "ea" words such as head, dead, deaf, death, breath, bread, read, and thread in Step 3, Word Building, and decode words and read sentences with the ay sounds in them, such as head, threaten thread.

- Each *Level 4 Teacher's Guide* lesson provides opportunities to practice phonics skills. These skills align with the scope and sequence and provide the foundation for later lessons. This is reflected in the activities found in the *Level 4 Workbook*. For example, in *Lesson 1*, students are only required to read words that follow "ea" as long as a vowel pattern and any skill taught in the previous three levels. They are asked to read words like eat, ear, each, mean, and dear. Then, sentences like: "A peach is such a treat."

- The *Grade 2 Level 4 and 5 Teacher's Guides* include a "Scope and Sequence" within the front of the book that lists the skills in the order they are taught. The *S.P.I.R.E. Level 4 Workbook* is designed for the student and includes a list of skills students will practice within the front of the book. These skills are the same skills listed in the "Scope and Sequence" within the teacher materials. The students work exclusively on skills taught in their practice workbook. In "Step 2" of each lesson, the students practice phonological awareness using rhyming, segmentation, and blending strategies. The "Step 2" activities are spiraled through during the following lessons. "Step 3 Word Building" allows students to manipulate letters to create different words.

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

- Materials include the practice of phonics through decodable texts. There are two sets of decodable texts to choose from for each level that follow the scope and sequence of the level. The Level 4 guide describes the two levels, "Set A Decodable Readers consists of illustrated versions of texts from the *S.P.I.R.E. Workbook* and are meant to be read after students have already been taught the unillustrated version of the story. *Set B Decodable Readers* are original titles that use concept skills from this level. They provide further practice of the concepts, and each can be introduced at any time after the concept has been taught." For example, the first decodable text in Set 4A is "Basketball Dreams," and the first text in Set 4B is "Kenny's Visit." Both feature the skill of vowel pair, ea (eat, bread, steak).

- In the *S.P.I.R.E. Decodable Readers Set 4A and 4B*, you can see the progression of phonics skills throughout the book. The first story starts with ea as long as a, then moves on to other vowel teams such as oa, ee, ai, etc., while spiraling all previously taught skills throughout the various stories. The progression continues this way, building and spiraling skills throughout the decodable book. The roof of this spiraling can be found at the end of each story, titled "Previously Taught Skills."

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

- Materials include the practice of phonics through decodable texts. There are two sets of decodable texts to choose from for each level that follow the scope and sequence of the level. The *Level 4* guide describes the two levels. Set A Decodable Readers consists of illustrated versions of texts from the *S.P.I.R.E. Workbook* and are meant to be read after students have already been taught the unillustrated version of the story. Set B Decodable Readers are original titles that use concept skills from this level. They provide further practice of the concepts, and each can be introduced at any time after the concept has been taught." For example, the first decodable text in *Set 4A* is "Basketball Dreams," and the first text in Set 4B is "Kenny's Visit." Both feature the skill of vowel pair, ea (eat, bread, steak).

- Lessons include an instructional focus with opportunities for practice in isolation and connected text. For example, a "Lesson Overview" at the start of each lesson outlines what will be learned during that lesson. Initially, students will practice their newly learned skill in isolation and then will practice the same skill with word reading, sentence reading, and eventually within decodable texts. For example, in "Reinforcing Lesson 5b: oa", students begin by reviewing the sound for the letter with "phonogram cards," and then in "Step 4: Decoding and Sentence Reading," students read sentences with the skill such as" The goat crunched on all the junk in the dump." Finally, in "Step 6: Reading Comprehension," students practice the skill within short paragraphs.

- The *Grade 2 Level 4 and 5 Teacher's Guide* includes a "Lesson Overview" at the start of each lesson, outlining what will be learned. Initially, students will practice their newly learned skill in isolation and then will practice the same skill with word reading, sentence reading, and eventually within decodable texts. For example, in "Introductory Lesson 6: ir", students begin by reviewing the sound for the letter with "phonogram cards," and then in "Step 4: Decoding and Sentence Reading," students read sentences with the skill such as "There are just thirty days until my birthday!" Finally, in "Step 6: Reading Comprehension," students practice the skill within short paragraphs.

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials provide several developmentally appropriate assessment tools for teachers and students to use to gauge the mastery of the skills presented in the lessons. For example, there is a *Concept Mastery Fluency Drill*. "These one-minute drills in Introductory Lessons are administered one-on-one with each student. They provide students with additional practice to cease automaticity and achieve increasing fluency." These assessments contain a list of words for students to decode using the skills they learned in the previous lesson. The materials state, "Test students one at a time. Select the students being tested and give the *Concept Assessment 4.1-3a*."
- The "S.P.I.R.E. Placement Test" booklet gives teachers directions for giving the placement tests to determine student levels. Students are assessed on phonograms and word lists. There are "Pre/Post" assessments with each "Level." The test is made up of four parts, including "reading decodable words and sentences, reading a decodable passage, responding to short-answer questions on the passage to assess comprehension and vocabulary." There is also a "Mid-Level Assessment" given halfway through the "Level."
- The *Overview of Assessments in S.P.I.R.E. 4th Edition* guide provides an overview of the assessments given within this curriculum. For example, it provides a variety of formal and informal assessment opportunities that allow administrators, parents, teachers, and students to track progress in fluency, concept mastery, spelling, and comprehension." The types of assessments used within this curriculum are "placement tests," "pre and post" tests to measure student mastery of concepts, "mid" tests that assess students before the end of the

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

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

- Materials include an *Assessment Guide* for teachers that provides clear instructions for the administration of assessments. For example, for the "Level 4 Mid-Level Test," the "Overview" describes the two parts of the assessment, "Part 1: Spelling and Part 2: Decodable Words." For "Part 1: Spelling," teachers are guided, "Ensure that each student has a copy of Part 1 of the test; dictate the words to the group. After you dictate the word "watch," allow several seconds for students to write the word, and when completed, collect student work." A script is also provided, "To administer Part 1, state the following: 1. I will say a word, and you will write the word. Concept 1, Word 1 is breath. Write breath."
- The *Grade 1 S.P.I.R.E. 4E Assessment Level 4* and *Level 5* include test preparation notes and administration instructions for the teacher to accurately administer assessments within this guide. The teacher is provided detailed instructions for test administration for the *Pre/Post Assessments* within the "Level 4 Teacher's Guide." The guide gives the teacher details on how to score the assessment. The guidance also gives directions on continuing to monitor student progress "on the *Level 4 Assessment Summary Sheet*."
- The *S.P.I.R.E. Placement Test* guide is available for all grade levels. Within this guide are "placement test directions" that clearly prepare the test administrator to present the assessment to students. The teacher is provided with some guidance during the instruction, such as "Discontinue if the student makes more than eight errors on the *Level Word List*."

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

- Materials include a variety of assessments that are progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Each level has a "Pre/Post Test" that "provides the opportunity to measure student mastery of level concepts by administering the same assessment before starting, and after completing the level." Each level also has a "Mid-Level Test" that "assesses student mastery of the concepts taught in the first half of the level, checking spelling and decoding skills, concept-by-concept." Materials also provide *Concept Mastery Fluency Drills and Concept Assessments*. The "fluency drills" are "one-minute drills that provide students with additional practice to increase automaticity and achieve increasing fluency with key, high-frequency decodable words." *The Concept Assessments* are "assigned at the end of each *Reinforcing Lesson* and assesses students' ability to decode words and sentences that connect the concept covered in those lessons and determine whether the student is ready to move to the next concept."
- The *Grade 2 Level 4 Teacher's Guide* includes a "Mid-Level Test" administered after lesson 5 in the Level 1 Teacher Guide. This assessment, according to the *S.P.I.R.E. 4E Assessment Level 2* Guide, "measures the retention of previously learned concepts in this level." The *Level 4 Teacher's Guide* provides assessment opportunities at the end of each "Introductory Lesson"

and again at the end of the "Reinforcement Lessons." Teachers are given guidance on determining if a student is ready to move to the next level. A recording sheet is included in the back of the "Blackline Masters" titled "Level 1 Assessment Summary Sheet and the Concept Mastery Fluency Drill Summary Sheet." These sheets allow teachers to track student progress throughout the "Level." The "Level 2 Mid-Level Test " in the *Level 4 Assessment and Instruction Blackline Masters Book* was designed to support teachers in measuring students' "retention of previously learned concepts in the level."

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

- Materials include a *Mid-Level Test* divided by concepts and consists of two parts: "Spelling and Decodable Words." For example, in the *Level 4 Mid-Level Test*, the assessment is divided into Concepts 1: so, he, fly. Students spell five words and decode ten words with this pattern and are scored out of 15. The assessment continues to "Concept 4: Consonant -le" and "Syllables," where students spell five words with this pattern and decode ten words. Each section is scored separately. The remainder of this assessment is "Concept 5: oa," "Concept 6: ai," and "Concept 7: ee."
- The *Overview of Assessments in S.P.I.R.E. 4th Edition Guide* provides an overview of the assessments given within this curriculum. The Overview of Assessments in *S.P.I.R.E. 4th Edition Guide* states that the *S.P.I.R.E.* curriculum "provides a variety of formal and informal assessment opportunities that allow administrators, parents, teachers, and students to track progress in fluency, concept mastery, spelling, and comprehension." The types of assessments used within this curriculum are "placement tests," "pre and post" tests to measure student mastery of concepts, "mid" tests that assess students before the end of the level, fluency assessments, and "concept" assessments that are given at the end of each "reinforcing" lesson to gauge students ability to connect concepts.
- The "S.P.I.R.E. Placement Test" booklet gives teachers directions for giving the placement tests to determine student levels. Students are assessed on phonograms and word lists. There are "Pre/Post" assessments with each "Level." For example, the test comprises four parts: "reading decodable words and sentences, reading a decodable passage, responding to short-answer questions on the passage to assess comprehension and vocabulary." A "Mid-Level Assessment" is also given halfway through the "Level." Each phonics skill has a "Concept Test" to help teachers monitor progress throughout the lessons.
- The "Level 4 Pre-/Post-Test" determines student progress across the level. These assessments are aligned to grade-level instruction and can be used in conjunction with the *Mid-Level Test and the Concept Assessment* to determine student progress. The materials state, "The Pre/Post-Test for each level provides the opportunity to measure student mastery of level concepts by administering the same assessment before starting and after completing the level." The "Level 4 Mid-Level Test " in the L*evel 4 Assessment and Instruction Blackline Masters Book* was designed to support teachers in measuring students' "retention of previously learned concepts in the level." This midpoint can be used with the pre- and post-tests for each level and the daily *Concept Assessments* for progress monitoring.

## Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials provide a recording form or summary sheet for every assessment within each level. "All assessments are supported by recording forms that can be customized for each student." For example, the *Concept Recording Form* has a place to record the Lesson number and the number of single words and sentences read correctly. The form has a formula that allows teachers to determine if the student has mastered each concept at 80% and is ready to move on to the next concept. Another example is the *S.P.I.R.E. Level 4 Assessment* has several options for assessment tools. "Pre/Post Assessments, Mid-Level Assessments, and Concept Assessments." Each of these tools has recording sheets for teachers to track student progress.
- The *S.P.I.R.E. STAR Overview,*" Getting Started," and "Tutorial" include all of the lessons and assessments available in an online tool. The guide gives several screenshots and descriptions of how to "Analyze Reports" that are recorded online.
- The materials provide a *S.P.I.R.E., Ancillary Content, and Fluency Tracking Sheet* to track individual student progress throughout *Level 4*. The materials state, " All assessments are supported by recording forms that can be customized for each student." Summary and Tracking Sheets support progress monitoring throughout the level. While there are tools to be used to track individual progress monitoring data, there is no guidance regarding instructional decisions on acceleration. In addition, the *Grade 2 S.P.I.R.E. 4E Level 4 and 5 Blackline Master*

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

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

- The materials provide a *S.P.I.R.E.*, "Ancillary Content," and *Fluency Tracking Sheet* to track individual student progress throughout *Levels 4 and 5*. The materials state, " All assessments are supported by recording forms that can be customized for each student." The *Summary and Tracking Sheets* support progress monitoring throughout the level. While there are tools to track individual progress monitoring data, there are no tools to track trends across whole-class data. The only tool that tracks data for a whole class must be purchased separately through the *STAR Digital componen*t. While there are tools to track individual progress monitoring data, there are no tools to track trends across whole-class data.

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

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

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

- The *Level 4 Teacher's Guide and Blackline Masters* provide daily opportunities for student formative assessments at the end of each lesson. The "Blackline Masters" contain recording tools to help guide teachers to the next step of instruction. However, there is no evidence of using the tool to accelerate students past the next lesson.
- The *S.P.I.R.E. STAR Overview,* "Getting Started," and "Tutorial" include all of the lessons and assessments available in an online tool. The guide gives several screenshots and descriptions of how to "Analyze Reports" that are recorded online. In this tool, students can be shown individually or as part of a group. Reports can show trends within the groups. Teachers can use the reports to determine new groupings and to monitor student progress on the "Pre/Post Assessment, Mid-Level Assessment, and Concept Assessments." No evidence shows how teachers can use the assessments to accelerate students past the next lesson.

## Foundational Skills

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

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

Evidence includes, but is not limited to:

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

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

- Students practice oral speaking through phonics and phonemic awareness activities, but the materials do not include instructional guidance on developing oral language and oracy through a variety of methods. For example, in *Lesson 4- Step 1, Phonogram Cards*, students are taught the proper pronunciation through listening and speaking. The teacher introduces the grapheme and provides explicit instruction regarding pronunciation; then, students practice doing the same. The materials state, "Look at this card. It is a syllable, -ble. In this syllable, the consonant b is followed by the letter le. This syllable is on a blue card because this syllable comes at the end of a word. The sound of the syllable -ble is /bul/. The key word is ble- it is a bubble. Say bubble. (bubble)"
- The *Grade 2 Level 5 Teacher's Guide* has a section called "Step 4: Decoding and Sentence Reading." Within this section, teachers give students the opportunity to practice oral language skills through guided practice by addressing "challenging words that students will come across in the lesson" and "synonyms, homonyms, and multiple-meaning words."

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

- The materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, in the *Grade 2 Level 4 Teacher's Guide*, the materials include scripted lessons with opportunities for students to engage in social communication by responding to questions that allow students to make connections and build background knowledge before reading. The materials state," Can you remember the last time you did not feel well? (Answers will vary) What was wrong? Did you stay home from school? Did you have to miss something fun? (Answers will vary)" In the *Level 4 Teacher's Guide*, students can communicate with others during the lesson. In "Step 6 Reading," students begin the reading activity with the teacher's help. As students become more comfortable with the sentences, they are encouraged to read the sentences to each other. In "Step 10 Independent Practice," the instructions have students turn to a page in their workbook. "Discuss the illustration, prompting them to tell what they remember about the passage."
- In the *Level 4 Teacher's Guide*, there are several opportunities for students to engage in communication with the group and with the teacher through "Step 1 through Step 4." Step 1 continues to introduce new phoneme cards and spiral through previous cards. Step 2 continues to work on "Phonological Awareness" activities such as rhyming, segmenting, and blending. In "Steps 3 and 4," have students "Word Building, Decoding, and Sentence Reading." Each level provides opportunities for students to speak within the group. Opportunities are provided for students to engage in academic communication for different purposes in each Level lesson. For example, in *Level 4, Introductory Lesson 2: ea, Step 6 Reading*, students identify words with the vowel team ea in them. Students take turns reading their circled words aloud. They repeat this with sentences that contain ea words, reading the words and then the sentences that contain the words.
- The materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, the *Grade 2 Level 4 Teacher's Guide* materials include scripted lessons with opportunities for students to engage in academic

communication by verbally responding to comprehension questions about a sentence they read. The materials require students to answer the following questions: "What was loud?" "What is this person going to tell?" "Who fled from the crime?" "What is this person going to eat for lunch? The materials do not include opportunities for students to engage in social communication for different purposes and audiences.

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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)

- Materials include authentic opportunities for students to listen actively and engage in discussion to understand information, as well as share information and ideas. For example, the *Grade 2 Level 4 Teacher's Guide* materials include scripted lessons with opportunities for students to listen to words and respond by segmenting the words into individual phoneme sounds. The materials state, "This is the word sniffle. What is the word? (sniffle) In the word sniffle, what is the first syllable? (/snif/) In the word sniffle, what letter says /s/? (s) In the word sniffle, what letter says /n/?..."
- The *S.P.I.R.E. Decodable Readers Teacher's Guide* has "Foundational Skill Activities" that allow students to listen, discuss, and share information and ideas. For example, under the "Phonics and Word Recognition" section, the activity "Beginnings and Endings" allows students to sort words by prefix or suffix, write the words in a journal, swap their list with a partner, and read the words aloud, and finally discuss and add more words to the list beyond what is found in the book. The guide states that students have the opportunity to actively listen, ask questions, and engage in discussions through activities such as "It's a Book," "Sentence Style," and "Rhyme Time." For 2nd grade, the guidance is for "Phonics and Word Recognition and Fluency."
- Materials include authentic opportunities for students to listen actively and engage in discussion to understand information, as well as share information and ideas. In the *Level 4 Teacher's Guide*, each lesson provides "Step 6 Reading Comprehension." In this step, students discuss a passage they have read independently. Some of the lessons include a graphic organizer for the information gathered from the text. Some discussion happens before reading the passages. While there are opportunities for students to respond and engage in some discussions, no evidence has been found showing students asking questions.

# Foundational Skills

| 5.C.2 | Letter-Sound Correspondence | 30/30 |
|-------|------------------------------|-------|
| 5.C.2a | Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1) | 4/4 |
| 5.C.2b | Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T) | 2/2 |
| 5.C.2c | Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S) | 24/24 |

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

Evidence includes, but is not limited to:

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

- The S.P.I.R.E. refers to *Grade 2 Level 4 and 5 Teacher's Guides* as a "Spiraling Curriculum." *S.P.I.R.E.* states, "SPIRE is unique in its depth and intensity, providing the resources needed to differentiate instruction. Recently learned concepts are spiraled into all lessons that follow, thus providing additional practice with all previously taught skills. Students have many opportunities to build on their knowledge by reading decodable and sight words from the previous lessons, words from earlier in the level, and all words from previous levels. These listed practice opportunities allow students to engage in decoding and encoding activities.
- The *Level 4 Teacher's Guide* explains, "S.P.I.R.E. gradually moves students through a developmental process from emergent levels of literacy to early reading to accomplished, fluent reading." This is apparent in the way *Level 4 b*uilds upon the previous units, adding more complex sound-spelling patterns to their knowledge base. The *Level 5 Teacher's Guide* explains, "S.P.I.R.E. gradually moves students through a developmental process from emergent levels of literacy to early reading to accomplished, fluent reading." This is apparent in the way *Level 5* builds upon the previous units, adding more complex sound-spelling patterns to their knowledge base.

- In the *Level 4 Teacher's Guide*, there is a "table of contents" that shows the order of the lessons, including the decodable readers that accompany each lesson. As students move through the lessons, each lesson reviews previously taught phoneme cards prior to adding the new learning for the day. Each lesson follows a ten-step lesson cycle that provides the teacher with a script to follow and other examples to use during the lesson. For example, "Listen and watch as I say this vowel team's name and its sound ea, /e/."

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

- The *Grade 2 Level 4 Teacher's Guide* provides explanatory feedback for the instructor to ensure that the sound for the /ea/ sound is pronounced correctly. It gives students corrective feedback examples if they incorrectly produce the sound. The *Level 4 Teacher's Guide* has explicit instructions for connecting phonemes to make words in the "Word Building step." One example is, "Today we will build words with the two letters that make our new vowel sound. What sound for ea did we learn today? /e/."
- The *Grade 2 Level 5 Teacher's Guide* provides explanatory feedback for the instructor to ensure that the sound for the soft g sound is pronounced correctly. It gives students corrective feedback examples if they incorrectly produce the sound. In the *Level 4 Teacher's Guide*, the evidence of teacher information for common errors and misconceptions begins at the "Introductory Lesson." It is a short statement giving the teacher some background, such as "Lesson 1 ea introduces the three sounds of ea, /e/ as in eat, which is the most frequent sound." There is evidence of detailed lessons that script what the teacher should say and what the teacher should expect from students as a response.
- The materials include scripted lesson plans that guide the teacher to provide direct and explicit instruction to connect phonemes to letters within words. The materials state, "There are three keywords. Look at the picture of the cage. The first keyword is cage. Say cage. (cage) What sound does the letter g make in cage? (j) What comes after the letter g? (e) The e makes the g say /j/. Let's say the word aloud together. (cage)" The materials state, "This is the vowel team oa. The letters oa make the sound /o/. Look at the picture of the goat. The key word for oa is goat. Say goat. (goat) Listen as I say the word goat slowly. Say goat slowly, stretching out each sound. The vowel team oa says /o/."

**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 *Grade 2 Level 4 Teacher's Guide* is what S.P.I.R.E. calls a "Spiraling Curriculum." S.P.I.R.E. states, "S.P.I.R.E. is unique in its depth and intensity, providing the resources needed to differentiate instruction. Recently learned concepts are spiraled into all lessons that follow, thus providing additional practice with all previously taught skills. Students have many

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opportunities to build on their knowledge by reading decodable and sight words from the previous lessons, words from earlier in the level, and all words from previous levels. These listed practice opportunities allow students to engage in decoding and encoding activities. The materials state, "Put your finger under the first word and say it aloud. (oak) Underline the vowel team. What is the name of the vowel team (oa)? What sound does it make? (/o/). Point to each letter, team, prefix, or suffix and say its sound or sounds. (/o/ /k/) Go back to the beginning of the word and glide your finger under it, saying it fast. (oak)"

- In *Grade 2, in the Level 4 Teacher's Guide, Step 6* always involves reading. This step allows students to practice reading decodable words in context and decodable texts. For example, in "Reinforcing Lesson 10a," students are asked to read a passage from their workbook titled: "A Crash in the Night." The decodable texts within S.P.I.R.E. are also 100% decodable, which allows for the spiraling of previously taught skills within each decodable reader and passage. In the *Level 5 Teacher's Guide*, S.P.I.R.E. refers to a "Spiraling Curriculum." *S.P.I.R.E.* states, "*S.P.I.R.E.* is unique in its depth and intensity, providing the resources needed to differentiate instruction. Recently learned concepts are spiraled into all lessons that follow, thus providing additional practice with all previously taught skills. Students have many opportunities to build on their knowledge by reading decodable and sight words from the previous lessons, words from earlier in the level, and all words from previous levels. These listed practice opportunities allow students to engage in decoding and encoding activities.

- The *S.P.I.R.E. Decodable Readers Teacher's Guide* has specific directions on the best ways to utilize the readers. At the beginning of the teacher's guide is a section titled "What Makes a Book "Decodable." This section helps the teacher by listing the focus concepts and other phonemic skills necessary to read the text. Each set of books is listed at the back of the book by "Level," listing each title included for each set. Each "Level" has two sets of books. At the end of the lesson, in the "Independent Practice of Step 10," there is guidance for the teacher, letting them know which decodable reader would be appropriate for after the lesson.

# Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The *Grade 2 Level 4 Teacher's Guide* includes "The S.P.I.R.E. Lessons." This section gives a rationale for the types of activities and their progression. The materials state, "One to three of the following activities appear in each lesson, all together using no more than ten words." These activities include rhyming, sound categorization, rhyme categorization, blending, and segmentation. These activities do start simply and progress naturally to more complex activities. In the *Level 4 Teacher's Guide,* there is guidance for "Phonological Awareness" in "Step 2" of each lesson. In the lessons, students will complete "one to three of the following

activities" - "Rhyme Providing, Sound Categorization/Identification, Rhyme Categorization, Blending, Sound Providing, and Segmentation." In "Step 2," students will also utilize the "Student Manipulative Kit" using chips to represent sounds in words.

- The *Grade 2 Level 5 Teacher's Guide* includes "The S.P.I.R.E. Lessons." This section gives a rationale for the types of activities and their progression. The materials state, "One to three of the following activities appear in each lesson, all together using no more than ten words." These activities include rhyming, sound categorization, rhyme categorization, blending, and segmentation. These activities do start simply and progress naturally to more complex activities. In the introduction of the *Level 5 Teacher's Guide*, there is guidance on "Step 2: Phonological Awareness." In this step in each lesson, students will complete "one to three of the following activities" - "Rhyme Providing, Sound Categorization/Identification, Rhyme Categorization, Blending, Sound Providing, and Segmentation."

- In the *Level 4 Teacher's Guide*, the skills used at this level increase in complexity by using vowel teams and changing sound words using "igh," such as "fright to bright" or "brighten to brightly." "In this step in each lesson, students will complete "one to three of the following activities" - "Rhyme Providing, Sound Categorization/Identification, Rhyme Categorization, Blending, Sound Providing, and Segmentation."

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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 *Grade 2 Level 4 Teacher's Guide* includes direct and explicit instruction of "phonological skills" within each step of the provided lessons. At the front of the book is a section called "The S.P.I.R.E. Lessons." Within the "Independent Practice" section, the guide gives instructions and rationale on what to do when students make errors. The guide states, "If there are many errors in the Independent Practice, the level needs to be reassessed and concepts reviewed." This is the only mention of what to do with sticker errors within the *Level 1 Guide*. The guide continues, stating, "If there are many errors in the Independent Practice, the levels need to be reassessed and concepts reviewed. Independent Practice should be corrected daily and errors explained to -and corrected with - students." In the *Level 4 Teacher's Guide*, the explanation at the beginning of the "Introductory Lessons" occasionally will directly address the skill that will be in the "Phonological Awareness" activities such as "Lesson 1 ea introduces one of the three sounds for ea - /e/, as in eat - which is the most frequent sound. The feedback does not concern the actual phonological awareness.

- The *Grade 2 Level 5 Teacher's Guide* includes direct and explicit instruction of "phonological skills" within each step of the provided lessons. Within the front of the book, there is a section called "The S.P.I.R.E. Lessons." Within the "Independent Practice" section, the guide gives instructions and rationale on what to do when students make errors. The guide states, "If there are many errors in the Independent Practice, the level needs to be reassessed and concepts reviewed." This is the only mention of what to do with sticker errors within the *Level 1 Guide*. The guide continues, stating, "If there are many errors in the Independent Practice, the levels need to be reassessed and concepts reviewed. Independent Practice should be corrected daily, and errors explained to -and corrected with - students.'' The lessons include specific

terms, phrasing, and statements for teachers to use during instruction. For example, in the *Level 5 Teacher's Guide*, the script states, "Say cries. (cries) Say cries again, but don't say /z/. Say tries. (tries) Say tries again, but don't say /z/. "Say cries. (cried) Say cries again, but don't say /d/. "Say flies. (flies) Say flies again, but don't say /z/. (fly) While these materials provide direct and explicit instruction, there is no evidence of explanatory feedback.

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

- The materials include a variety of activities for students to develop and practice phonological awareness skills. The activities build skills, and the word's difficulty increases throughout the lessons. The *Grade 2 Level 4 Teacher's Guide* includes a section at the beginning of the guide called "The SPIRE Lessons." This section has a rationale and explanation for the types of learning modalities used within the guide. The guide states, "The ten steps in each S.P.I.R.E. lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning. These modalities are evidence of multiple strategies used within this guide to increase student memory. The materials do not include a variety of resources for students to reinforce phonological awareness skills.

- The *Grade 2 Level 5 Teacher's Guide* includes a section at the beginning of the guide called "The SPIRE Lessons." This section has a rationale and explanation for the types of learning modalities used within the guide. The guide states, "The ten steps in each SPIRE lesson incorporate a well-crafted balance of visual, auditory, and kinesthetic learning. These modalities are evidence of multiple strategies used within this guide to increase student memory. The lessons include various phonological awareness activities for teachers to use during instruction. For example, *Level 5 Teacher's Guide Reinforcing Lesson 1c* has three phonological awareness activities. One example from the script states, "Say, dancer. (dancer) How many syllables do you hear in the word dancer? (2) Say racer. (racer) How many syllables do you hear in the word racer? (2)…" In the *Level 2 Teacher's Guide*, students use their "Student Manipulative Kits" to demonstrate word sounds and help them understand which sounds to replace. In each lesson, the students practice different skills and build complexity by utilizing more complex words with multiple syllables. The lessons include various phonological awareness activities for teachers to use during instruction. For example, the *Level 5 Teacher's Guide Reinforcing Lesson 2c* has a segmenting phonological awareness activity that utilizes manipulatives. The script states, "The first word is restless. How many syllables do you hear in the word restless? (2) Bring down a rectangle for each syllable you hear. Wait for students to finish. Check to be sure that students bring down two rectangles."

# Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. *Level 1 Teacher's Guide* also includes decodable texts for students to practice previously taught skills, including "phonemic elements that allow students to approximate the sound needed to decode the word."In the *Level 4 Teacher's Guide*, the materials provide a systematic sequence for progressing from sound identification to phoneme segmentation. In *Lesson 1*, the materials state, "Say cream. (cream) What is the first sound you hear in the word cream? (/k/) What is the next sound you hear in the word cream? (/r/)What is the vowel sound you hear in the word cream? (/e/) What is the last sound you hear in the word cream? (/m/) Repeat the activity with a stretcher, dampen, lessen, homeless, and faster. While students work to

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develop and practice phoneme isolation and identification skills, they are never asked to distinguish between long and short vowel sounds.

- "In the *Level 4 Teacher's Guide*, the materials provide a systematic sequence for progressing from sound identification to phoneme segmentation. In *Lesson 1*, the materials focus on phoneme identification, and in reinforcing Lesson 5, they focus on segmentation and manipulation. In Lesson 5, the materials state, "The first word is road. How many sounds do you hear in the word road? (3) Bring down a circle for each sound you hear. Remember to use the green circle for the vowel sound…Let's change road to toad."
- In *Level 4 Teacher's Guide*, the students introduce the vowel team, the "ea" team, and how the two letters make a long e sound. In the phonological awareness step of the lesson, students listen as the teacher reads two words, such as "flea and bed." Students are to raise their hand when they hear a word with the long e sound. Students move to make words with le and distinguish when they hear the le sound in words. Students continue making words and distinguishing sounds for the rest of the vowel teams and then begin on "high." Students end the level by adding suffixes. Students do not call the vowel sounds long or short but identify the letter-sounds they hear.

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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 *Grade 2 S.P.I.R.E.* curriculum components include systematic and explicit Phonemic Awareness practices and instructions. The materials do not include explanatory feedback for student misconceptions and errors, specifically for Phonemic Awareness. In the *Level 4 Teacher's Guide*, the materials provide explicit and systematic scripted instruction in phonemic awareness. The materials state, "Put your circles in the gray box at the top of the page. I will say a word, and you will bring down a circle for each sound you hear. Use the green circle for vowels. Use the white circles for consonant sounds. The first word is five. How many sounds do you hear? (3) Bring down a circle for each sound you hear. Remember to use a green circle for a vowel sound… Let's change five to hive…" While the materials include scripted explicit instruction, they do not include explanatory feedback to support teachers' instruction on specific topics.
- The *Grade 2 Level 5 Teacher's Guide* includes an explanation and rationale for the "Student Manipulatives Kit" used in this guide. The "Student Manipulative Kits" include "hands-on practice for phonemic skills," starting at the most basic levels and progressing to more complex activities such as "letter and sound manipulation." The *Grade 2 S.P.I.R.E.* curriculum components include systematic and explicit Phonemic Awareness practices and instructions. The materials do not include explanatory feedback for student misconceptions and errors, specifically for Phonemic Awareness. In the *Level 4 Teacher's Guide*, the materials provide explicit and systematic scripted instruction in phonemic awareness. The materials state, "The first word is road. How many sounds do you hear in the word road? (3) Bring down a circle for each sound you hear. Remember to use the green circle for the vowel sound… Let's change road to toad." The materials do not include feedback boxes to support teachers' instruction on specific topics.

- In the *Level 4 Teacher's Guide* in "Step 3 Word Building," teachers are given a script to follow with expected responses from students. The teacher leads most of the lesson in this section, with students mainly giving one-sound or word responses. In this step of the lesson, there is no evidence of feedback for students based on common errors or misconceptions.

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

- The *Grade 2 Level 4 Teacher's Guide* includes a rationale behind the step progression in the lessons within a section titled "The S.P.I.R.E. Lessons," which states that students "orally analyze the phoneme-grapheme relationships in the first word" of the previous steps spelling list. The lessons in the "Level 4 Guide" support students in transitioning from oral spelling language activities to basic encoding activities. The *Level 4 Teacher's Guide* includes explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text. This instruction can be found in Step 3: The word building of every lesson. In lesson 6, the materials state, " Say groan. (groan) How many sounds do you hear in the word groan? (4) Bring down the Small Letter that makes the /g/ sound..." The lesson continues walking students step by step through segmenting sounds and connecting individual phonemes to the grapheme that represents them to support students in encoding. After encoding the word, students blend the graphemes to decode the word.
- The *Grade 2 Level 5 Teacher's Guide* includes a rationale behind the step progression in the lessons within a section titled "The S.P.I.R.E. Lessons," which states that students "orally analyze the phoneme-grapheme relationships in the first word" of the previous steps spelling list. The lessons in the "Level 5 Guide" support students in transitioning from oral spelling language activities to basic encoding activities. The *Level 4 Teacher's Guide* includes explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text. This instruction can be found in Step 3: The word building of every lesson. In lesson 5, the materials state, " The first word is road. How many sounds do you hear in the word road? (3) Bring down the Small Letter that makes the /r/ sound..." The lesson continues walking students step by step through segmenting sounds and connecting individual phonemes to the grapheme that represents them to support students in encoding. After encoding the word, students blend the graphemes to decode the word.
- In the *Level 4 Teacher's Guide*, in "Step 2," "Phonological Awareness," students practice various skills, including rhyming, segmenting, and manipulating sounds. In "Step 3," "Word Building," students utilize their "Student Manipulative Kits" by using the "small letters" to segment words into individual sounds and then put them together to sound out the words. Students are using vowel and consonant teams in their decoding and encoding at this level.

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

- The materials in the *Grade 2 Level 4 Teacher's Guide* provide a variety of activities to support students in developing, practicing, and reinforcing their phonemic awareness skills. For example, in lesson 1 students must sound identification and in lesson 2 students must segment words into individual phonemes. Many of these activities include the use of manipulatives to reinforce learning, and increase student engagement. These activities are spiraled throughout the unit to ensure cumulative review.

- The *Grade 2 Level 4 Teacher's Guide* includes a rationale behind the step progression in the lessons within a section titled "The S.P.I.R.E. Lessons," which states that students "orally analyze the phoneme-grapheme relationships in the first word" of the previous steps spelling list. The lessons in the "Level 4 Guide" support students in transitioning from oral spelling language activities to basic encoding activities. The *Level 4 Teacher's Guide* includes explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text. This instruction can be found in Step 3: The word building of every lesson. In lesson 6, the materials state, " Say groan. (groan) How many sounds do you hear in the word groan? (4) Bring down the Small Letter that makes the /g/ sound..." The lesson continues walking students step by step through segmenting sounds and connecting individual phonemes to the grapheme that represents them to support students in encoding. After encoding the word, students blend the graphemes to decode the word.

- The *Grade 2 Level 5 Teacher's Guide* includes a rationale behind the step progression in the lessons within a section titled "The S.P.I.R.E. Lessons," which states that students "orally analyze the phoneme-grapheme relationships in the first word" of the previous steps spelling list. The lessons in the "Level 5 Guide" support students in transitioning from oral spelling language activities to basic encoding activities. The *Level 4 Teacher's Guide* includes explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text. This instruction can be found in Step 3: The word building of every lesson. In lesson 5, the materials state, " The first word is road. How many sounds do you hear in the word road? (3) Bring down the Small Letter that makes the /r/ sound..." The lesson continues walking students step by step through segmenting sounds and connecting individual phonemes to the grapheme that represents them to support students in encoding. After encoding the word, students blend the graphemes to decode the word.

- In the *Level 4 Teacher's Guide*, in "Step 2," "Phonological Awareness," students practice various skills, including rhyming, segmenting, and manipulating sounds. In "Step 3," "Word Building," students utilize their "Student Manipulative Kits" by using the "small letters" to segment words into individual sounds and then put them together to sound out the words. Students are using vowel and consonant teams in their decoding and encoding at this level.

## Foundational Skills

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

**The materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. Materials include a variety of activities for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials do not include a variety of resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).**

Evidence includes, but is not limited to:

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

- Each Teacher's Guide, Level 1–6, states, "S.P.I.R.E. provides a sequence lesson-plan structure that gradually moves students through a developmental process from emergent levels of literacy to early reading to accomplished, fluent reading." Each level provides a systematic sequence for grade-level sound-spelling patterns. For example, *Level 4* begins with ea, consonant -le syllables, oa, ai, ee, and oo. The level concludes with high, i.e., the *Grade 2 Level 4 Teacher's Guide* includes a "Scope and Sequence" guide that explains the order in which sounds are taught and the method of progression. Students continue to spell words with short vowels and silent e words and are now adding words with final stable syllables and vowel teams. The materials have a systematic approach to introducing sound-spelling patterns that match the TEKS.
- The *Grade 2 Level 5 Teacher's Guide* includes a "Scope and Sequence" guide that explains the order in which sounds are taught and the method of progression. Students continue to spell words with short vowels, silent e words, and final stable syllables and are now adding words

with the vowel r patterns. The materials have a systematic approach to introducing sound-spelling patterns that match the TEKS. In *Level 4 Teacher's Guide*, students begin working with vowel teams and words with le. By the end of "Level 5," students are working with r-controlled vowels and irregular letter- sounds. Students are also doing more applications within the decodable readers at these levels.

- The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. For example, in the *Level 4 Teacher's Guide*, the scope and sequences outline how students build upon previous knowledge and begin learning vowel team syllables, sound-spelling patterns, and consonant-le syllables. For example, in the *Level 5 Teacher's Guide*, the scope and sequences outline how students build on their knowledge of open, closed, VCe, and vowel team syllable types and learn r-controlled patterns as well as complex spelling patterns such as silent letters, trigraphs, and the differences between hard and soft c and g.

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

- "The Teacher's Guide, " the central resource for teaching at each level, offers step-by-step support for each concept. Explicit, teacher-led instruction is provided in an easy-to-follow format for every part of the S.P.I.R.E. ten-step lesson." For example, in *Level 4, Reinforcing Lesson 1–3c: ea, Step 3: Word Building*, teachers are guided to say, "Say thread. How many sounds do you hear in the word thread? What is the first sound you hear in thread? Bring down the Small Letter that makes the sound /th/. What is the letter team?" The *Grade 2 Level 4 Teacher's Guide* includes guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. Each lesson has a part called "Step 9: Spelling." Before the teacher begins giving teaching instructions to students, there is an italicized print that gives teachers specific guidance on how to introduce the specific pattern for that lesson. This part of the lesson also has a bold print, which indicates the items teachers are specifically saying to students, and then gray words that are potential student responses.

- In *Level 4 Teacher's Guide*, each lesson introduces a new phonogram card for new learning and a spiraling of previous phoneme cards. The students then practice using that phoneme in the phonological awareness step of the lesson and then use the same phoneme when working on word building, such as the vowel team of ea. In "Step 1" of the lesson, students are introduced to the ea vowel team. The teacher presents "eat" as the sample word they will work with. In "Step 2," students practice identifying when they hear the long e sound made by ea, as in the words "flea and bed." In "Step 3," students practice segmenting the sounds for ea words such as beach and then blending them while using the "small letters" provided in the "Student Manipulative Kit." The *Grade 2 Level 5 Teacher's Guide* includes guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. Each lesson has a part called "Step 9: Spelling." Before the teacher begins giving teaching instructions to students, there is an italicized print that gives teachers specific guidance on how to introduce the specific pattern for that lesson. This part of the lesson also has a bold print, which indicates the items teachers are specifically saying to students, and then gray words that are potential student responses.

- The materials include specific and precise terms, phrasing, and statements teachers can use during core instruction. For example, in the *Level 4 Teacher's Guide*, the materials state, "The first keyword you will learn for ea is eaten. What are the letters? (ea) The letters are on a green card because the letters are a vowel team. These two letters make different sounds. Today, you will learn the sound they make most often." For example, in the *Level 1 Teacher's Guide*, the materials state, "You already know one sound for the letter c. The letter c usually says /k/. Display Phonogram Card 90. But the letter c also says /s/ when followed by e, i, y."

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

- The *Grade 2 Level 4 Teacher's Guide* includes various activities for students to practice and develop grade-level appropriate sound-spelling patterns. Within this guide, students have several avenues for practicing sound-spelling patterns, such as orally spelling phonemes in the "Step 8: Prespelling" portion of the lessons and then moving on to student writing dictated words and sentences in "Step 9: Spelling." In the *Level 4 Teacher's Guide*, the lesson has several steps where students develop, practice, and reinforce spelling patterns in the "Steps 1–10" of each lesson. Students develop the letter-sound knowledge in "Step 1" using the phonogram cards and then progress to recognizing the sounds in words in "Step 2, Phonological Awareness." Students practice using the letters and sounds in the word-building step and then practice decoding in "Step 4" by reading sentences. Students have the spelling patterns reinforced in "Steps 6 through 10" by reading practice provided in the workbook, sound dictation, spelling activities, and ending with sentence dictation.
- The *Grade 2 Level 5 Teacher's Guide* includes various activities for students to practice and develop grade-level appropriate sound-spelling patterns. Within this guide, students have several avenues for practicing sound-spelling patterns, such as orally spelling phonemes in the "Step 8: Prespelling" portion of the lessons and then moving on to student writing dictated words and sentences in "Step 9: Spelling." The materials include activities for students to review, practice, and reinforce their knowledge of grade-level sound-spelling patterns. For example, the *Level 5 Teacher's Guide* materials develop students' understanding of sound-spelling patterns through explicit instruction: "You already know one sound for the letter c. The letter c usually says /k/. Display Phonogram Card 90. But the letter c also says /s/ when it is followed by e, i, y." Then, students practice utilizing what they have been taught through the word-building phase of the lesson, where students use letter tiles to build words. Finally, students reinforce learning through the workbook pages in their *Level 5 Workbooks*.
- The materials do not include a variety of resources for students to develop, practice, and reinforce grade-level sound-spelling patterns.

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

- The *Level 1 Teacher's Guide* introduces students to new learning using the phonogram cards. During this lesson step, students also spiral through previous learning. There are also high-frequency word cards that students are shown during this step of the lesson. In the first half of each lesson, the students work on decoding using the skills introduced, and the lesson progresses to students using that learning to encode the patterns in words. Each level has workbook pages that provide sentence dictation, word lists, word finds, independent practice sheets, and decodable readers. At the beginning of each decodable reader, there is a list of the focus concepts. At the end of each reader, there is a list of previously taught skills.

- The *Grade 2 Level 4 Teacher's Guide* provides a variety of activities to support students in encoding and decoding words in isolation and within decodable text. Students work with sound-spelling patterns of newly learned materials and previously learned skills. In the front of the guide, the "S.P.I.R.E. Lessons" section states, "For Introductory Lessons, only words containing the new concept are included in dictation. In "Reinforcing Lessons," dictated words review previously taught concepts, focusing on the concepts that cause students the most difficulty and previewing words used in Step 10 dictation sentences." For example, in the Level 4 Workbook, the materials provide students with decodable fluency passages and sentences to read words in context. The materials also offer a Lesson Dictation Paper where students complete sentence dictations and independent practice pages with each lesson, allowing students to encode in context. The *Grade 2 Level 5 Teacher's Guide* provides a variety of activities to support students in encoding and decoding words in isolation and within decodable text. Students work with sound-spelling patterns of newly learned materials and previously learned skills.

# Foundational Skills

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

**The materials include a systematic sequence for introducing regular and irregular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding regular and irregular high-frequency words. Materials do not include guidance for the teacher to provide explicit (direct) instruction for encoding regular and irregular high-frequency words. Materials include a variety of activities and resources for students to practice and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). Materials do not provide activities or resources to develop skills to decode and encode regular and irregular high-frequency words. Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).**

Evidence includes, but is not limited to:

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

- The materials provide a systematic sequence for introducing decodable high-frequency words (regular high-frequency) and sight words (irregular high-frequency). The decodable high-frequency words are introduced in the order of the lesson sounds introduced. For example, in *Level 5*, Introductory *Lesson 11*, "ow," decodable, "high-frequency" words are introduced, such as "slow," "row," "shallow," "grow," "show," and yellow. Other decodable high-frequency words introduced at this level are magic, page, accept, city, and pencil. The words then start with a spiral throughout the lessons once introduced. "Students have many opportunities to build on their knowledge by reading decodable and sight words from the previous lesson, words from earlier in the level, and words from all previous levels." The sight words (irregular high-frequency words) are introduced in developmental order. For example, in *Level 1*, sight words include "into," and "who," and *Level 6* "sight words" include laugh, tough, beauty, and build.

- The materials include brief lessons on targeted words and limit the number of regular and irregular words introduced in a single lesson or week. For example, in the "The S.P.I.R.E. Lessons'' section of the *Level 4 Teacher's Guide*, the materials systematically explain their approach to introducing and teaching sight words. It states, " Students are introduced to any new sight words and up to ten decodable words. Review new sight and decodable Word Cards, as well as previously taught." This will always occur during the Reinforcing Lessons in the unit. The *Grade 2 Level 4 Teacher's Guide* includes "Concept Mastery Fluency Drills" assessments that "provide students with additional practice to increase automaticity and fluency with key, high-frequency decodable words."
- The materials include brief lessons on targeted words and limit the number of regular and irregular words introduced in a single lesson or week. For example, in the "The S.P.I.R.E. Lessons" section of the *Level 5 Teacher's Guide*, the materials systematically explain their approach to introducing and teaching sight words. It states, " Students are introduced to any new sight words and up to ten decodable words. Review new sight and decodable Word Cards, as well as previously taught." This will always occur during the Reinforcing Lessons in the unit. In the *Level 4 Teacher's Guide*, students are taught sight words in the "Reinforcement" lessons. The sight words correlate to the lesson; for example, for the "le" lesson, the sight word used was uncle. Students also use the yellow cards to demonstrate the decodable words that appear less frequently.

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

- The materials include guidance for teachers to provide explicit instruction for decoding regular high-frequency words and decoding irregular high-frequency (sight words). No evidence is found for guidance in encoding regular or irregular high-frequency words. Each lesson contains word cards corresponding to the lesson focus sound and sight word cards. Teachers are guided to display the sight word card and given a script to read to explain the irregular high-frequency word. For example, in *Level 5, Reinforcing Lesson 1c: Soft c, Step 1*: Phonogram Cards, teachers are directed to "Review Sight Word Card 145" and "Remind students that they can sound our words on the green cards, but they must stop and ask if they do not remember words on red cards." Regular high-frequency words are used in the other components of the lesson, such as word building, decoding, sentence building, spelling, and sentence dictation.
- In the *Level 4 Teacher's Guide*, the instruction regarding decoding and encoding high-frequency words. The color cards are used daily in the instruction. Green cards are fully decodable words, yellow cards are for less common pronunciations, and red are sight words. No evidence was found that differentiates high-frequency words as regular or irregular. The lessons guide how to decode or recognize a sight word. No evidence was found for direct instruction for encoding high-frequency or sight words. Students spell these words in the sentence dictation part of the lesson, but there is no evidence of teacher instruction guiding students. When the sight word cards or the decodable word cards are introduced, the teacher starts by reading the word to the students, such as "This is the word real. What is this word? (real). Do you see the vowel team ea in this word? (yes) Can you use this word in a sentence?"

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- In the *Level 5 Teacher's Guide*, there is guidance on instruction for decoding high-frequency words. The materials state, " Today, you will also learn some new words. Remember that you can sound out the words on these green cards, but we'll practice them because you should learn to read them fast." The guidance does not provide explicit instruction on strategies to tackle irregular words, such as some parts being decodable while others having to be memorized. They simply ask students to memorize irregular words. The materials state, "Today you will also learn a new sight word. It is on a red card because if you try to sound out the word, it will not make all the expected sounds. You have to memorize a sight word. If you forget what a word on a red card says, I will help you." The guidance does not provide explicit instruction on strategies to tackle irregular words, such as some parts being decodable while others having to be memorized. They simply ask students to memorize irregular words.

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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 provide activities and resources to develop, practice, and reinforce regular and irregular high-frequency words. Although the distinction between the two types of high-frequency words is not stated in the materials, regular and irregular high-frequency words are included in decoding activities. Regular high-frequency words are included in encoding activities; however, there is no evidence of opportunities to encode irregular high-frequency words. For example, in *Level 5*, lessons incorporate "Word Cards" to practice decoding. The word cards are separated by colors to indicate decodable words (green and yellow), such as nice, place, since, city, and huge, and "Sight Words" (red), which include words such as color, tomorrow, honor, and sure. These cards are used in the Reinforcing Lessons to practice and reinforce decoding these words. In *Steps 9 and 10* of each lesson, students are asked to spell words, some of which are regular high-frequency words. For example, in *Reinforcing Lesson 10c*: s=/z/, students are asked to spell the words: bottle, balloon, suppose, clumsy, stair, lodge, ginger, hose, and mice. Also, in the same lesson, students write dictated sentences such as "Ginger sat on the top stair with those balloons." and "I suppose it was clumsy to let go of the balloon."
- In the *Level 4 Teacher's Guide*, students are taught sight words in the "Reinforcement" lessons. The sight words correlate to the lesson; for example, for the -le lesson, the sight word used was uncle. Students also use the yellow cards to demonstrate the decodable words that appear less frequently. After the introduction, students have several opportunities to practice the words in word building and sentence decoding in the following lesson steps. In the student workbook, students have opportunities to read the words in isolation and in sentences. They use the words to complete sentences and read them in word finds. They also reinforce the skills in the dictation portion of the lessons. In the *Level 4 Teacher's Guide*, students are taught sight words in the "Reinforcement" lessons. The sight words correlate to the lesson; for example, for the -le lesson, the sight word used was uncle. Students also use the yellow cards to demonstrate the decodable words that appear less frequently. The encoding of these words happens in the sentence dictation portion of the lesson, but there is no evidence of the

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teacher's direct instruction for the encoding. The encoding of these words happens in the sentence dictation portion of the lesson, but there is no evidence of the teacher's direct instruction for the encoding.

- In the *Level 4 Workbook*, there are activities and resources to support teachers in developing, practicing, and reinforcing students' ability to decode both regular and irregular high-frequency words. One example in the materials would include the daily "Word and Sentences" page, which allows students to practice reading high-frequency words in context. The *Level 4 Teacher's Guide* has activities and resources to support teachers in practicing and reinforcing students' ability to encode both regular and irregular high-frequency words. One example in the materials is "Step 10: Sentence Dictation." The materials state: "Listen carefully as I say a sentence, and watch as I make a dash on the board for each word. 1. The kind man helped Nate go to the beach. " Each sentence includes both the high-frequency words taught in that lesson and the focus phonics skill taught in that lesson. The materials allow students to practice and reinforce what has been taught, but they lack the explicit instruction that develops student understanding.

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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 include various activities and resources for students to recognize and read high-frequency words in isolation (e.g., word cards) and connected text (e.g., within sentences or decodable texts). For example, in the *Level 3 Word Cards* set, students read and recognize words in isolation: "eat," "leave," "speak," "easy," "please," "meant," and "near." In *Introductory Lesson 3*: ea, Step 6: Reading, students read the sentences, "This is a great big pear!" "Wear a hat on a cold day." and "A bear can break your neck." In Step 9: Spelling, students are given the opportunity to spell words in isolation, some of which are high-frequency words. In this example, the words spelled in isolation are "great," "tear," "bear," "wear," "steak," "pear," "pears," "greater," "break," and "breaking."
- The *Grade 2 Level 4 Teacher's Guide* includes "Concept Mastery Fluency Drills" assessments that "provide students with additional practice to increase automaticity and achieve increasing fluency with key, high-frequency decodable words." The *S.P.I.R.E. Leveled Guides* also include a variety of activities for students to be introduced to and practice high-frequency words, such as the phonogram card portion of the lessons, students' activity word finds, decodable passages, decodable sentences, and level decodable texts. The *Grade 2 Level 4 Teacher's Guide* includes a section within each "Reinforcing Lesson" called "Phonogram Cards." Within this component of each lesson, students are "introduced to any new sight words." In each lesson, students review previously learned sight words in the "Phonogram Cards" section." The *S.P.I.R.E. Leveled Guides* also include a variety of activities for students to be introduced to and practice high-frequency words, such as the phonogram card portion of the lessons, students' activity word finds, decodable passages, decodable sentences, and level decodable texts.

- The *Level 4 Workbook* includes activities and resources to support teachers in developing, practicing, and reinforcing students' ability to decode both regular and irregular high-frequency words. One example in the materials is the fluency passage page, which allows students to practice decoding both the focus phonics skill and the high-frequency words that have been taught in context. The *Level 4 Teacher's Guide* has activities and resources to support teachers in practicing and reinforcing students' ability to encode both regular and irregular high-frequency words. One example in the materials would include "Step 10: Sentence Dictation." The materials state: "Listen carefully as I say a sentence, and watch as I make a dash on the board for each word. 1. The kind man helped Nate go to the beach. " Each sentence includes both the high-frequency words taught in that lesson and the focus phonics skill taught in that lesson.

## Foundational Skills

| 5.E.3 | Decoding and Encoding One-Syllable or Multisyllabic Words | 15/38 |
|---|---|---|
| 5.E.3a | Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1) | 1/2 |
| 5.E.3b | Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T) | 2/8 |
| 5.E.3c | Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S) | 12/12 |
| 5.E.3d | Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3) (S) | 0/16 |

**The materials include a sequence for introducing grade-level syllable types, as outlined in the TEKS. Materials do not include a systematic sequence for introducing 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 to decode and encode one-syllable words, but not to decode or encode multisyllabic words. Materials do not include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable division principles to decode and encode one-syllable or multisyllabic words. Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). Materials do not include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).**

Evidence includes, but is not limited to:

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

- As outlined in the TEKS, the materials provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words. For example, in the *Grade 2 Level 4 Teacher's Guide*, the materials teach the vowel team sound-spelling pattern /syllable type as well as the consonant -le syllable type building upon the CVC, CCVC, CVCC, VC, CV, and CVE patterns previously taught. The *Level 1* lesson introduces closed syllables. The *Level 3* lesson introduces open syllables, and *Level 4* introduces consonant -le syllables. The *Level 6* lesson introduces open syllables, a/CV, i/CV, o/CV, u/CV, and e/CV). After the syllable types are

introduced, spiral practice is included in the lessons from their point of introduction. The materials contain two specific lessons for syllable division. In *Level 3, Lesson 8* introduces twin-consonant syllable division, and *Lesson 9* introduces non-twin-consonant syllable division.

- As outlined in the TEKS, the materials provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words. For example, in the *Grade 2 Level 5 Teacher's Guide*, the materials teach build upon prior knowledge, adding in r-controlled vowels and more diphthongs as syllable types/sound-spelling patterns. The various syllable types and when they are taught can also be found on the SPIRE Pattern Mark-Ups page. The *Grade 2 Level 4 Teacher's Guide* includes instruction and introduction of a new syllable type, Consonant -le syllables. These skills match the skills within this grade level for the TEKS.
- The materials do not include a systematic sequence for introducing grade-level syllable division principles, as outlined in the TEKS. The *Grade 2 Level 4 & 5 Teacher's Guides* include a section called "Prereading" within each lesson. In this step, students answer questions about the multisyllabic word without applying syllabication principles. For example, in Level 4, Lesson 6, the teacher writes the word *giggle* on the board. The teacher tells the students the word and then the students answer a series of questions about the word. For example, the script asks, "In the word *giggle*, what three letters say /gig/? What three letters say /gul/? How many syllables are in the word giggle? What do the three letters *gig* say? What do the three letters *gle* say?"

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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 do not provide guidance for applying knowledge of syllable types or syllable division principles to encode multisyllabic words. The materials contain two specific lessons for decoding and encoding using syllable division. In *Level 3, Lesson 8* introduces twin-consonant syllable division, and *Lesson 9* introduces non-twin-consonant syllable division. However, the lessons do not provide explicit instruction for applying knowledge of syllable types to divide words into syllables to encode or decode. For example, Level 3, Lesson 9 addresses building words with non-twin consonants. The teacher has students echo the word "dentist" and identify how many syllables (2), and asks what is the first syllable (den). The students manipulate colored circles to represent the sounds and then write the letters to match the sounds. This is repeated with the second syllable (tist).
- The materials do not provide guidance for applying knowledge of syllable types or syllable division principles to encode multisyllabic words. In Level 3, Lesson 9 the "Reading" portion of the lesson, it states "Find all the words that have more than one syllable. Underline the vowels. Draw a line between the consonants to divide each word into two syllables. Color the non-twin consonants between the vowels. Then read each word and circle it. See how many words you can read in five minutes."
- Materials include guidance for the teacher to provide explicit instruction for applying knowledge of syllable types to decode and encode one-syllable words. In Level 3, Lesson 3,

the teacher introduces ay. The teacher displays phonogram card 58 and says, "There are two vowel letters on this card, but together they make only one sound, What are the two vowels on this card? (ay) Yes, this is the vowel team ay. Together the letters a and y make the sound ā." The lesson continues with students applying the vowel team ay to decode and encode words.

- In *Level 4 Teacher's Guide*, the script states, "Put your finger under the first word and say it aloud. (eat). Underline the vowel team. What sound do the letters ea make in this word? Point to each letter, team, prefix, or suffix and say its sound or sounds. Go back to the beginning of the word and glide your finger under the word, saying it fast."

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

- The materials include various activities and resources for students to develop, practice, and reinforce skills to decode and encode one-syllable words. Each level provides a student workbook that includes independent decoding activities. Graphic organizers are also provided to complete skill-specific activities. Students are also provided a *Small Letter Set* that provides "color-coded letters for daily word-building activities. The letters include all consonants, vowels, consonant teams, vowel teams, welded sounds, trigraphs, prefixes, suffixes, endings, and syllables taught in the program." Students are also provided with Foam Sound Circles (white for consonants and green for vowels) and Syllable Rectangles (blue). "At levels 2–6, students manipulate these sound circles and syllable rectangles on the Phoneme Segmentation Sheet and write a letter(s) associated with the phoneme or syllable."
- In the *Level 4 Teacher's Guide,* the "Student Workbook" has several opportunities for students to practice using a word find, word reading, sentence reading, labeling pictures with words, sentence writing, and graphic organizers in the lessons. In the practice portion, students are guided to identify vowels and consonants. Students continue to practice skills that have been previously taught in the "Phonogram Cards" step of the lesson, and examples used in the decoding and dictation also use words that have had the skill taught previously.
- In the *S.P.I.R.E. Student Workbook, Levels 1–6* include various activities for students to practice and develop encoding and decoding skills. For example, each lesson in the "Teacher's Guide" corresponds with a student workbook page. Students work within their book to decode words in short, relevant passages. Then, students work to encode words on student dictation paper led by the teacher. Students practice encoding individual sounds, words, and sentences. The *S.P.I.R.E. Student Decodable Readers 1–6* allow students to practice decoding skills while reading lists of words in isolation and within short passages and stories. Students participate in various decoding activities within the routines taught from the *S.P.I.R.E. Decodable Reader Teacher's Guide*. Students participate in a variety of decoding activities such as "It's a Book," "Sentence Style," "Rhyme Time," and "Word Search." This is a short list of 10 routines available for students to practice encoding.

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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 include various activities and resources for students to practice decoding and encoding one-syllable and multisyllabic words. However, the resources and activities do not include evidence of using knowledge of syllable types or syllable division principles. Each level provides a student workbook that includes independent decoding activities. Graphic organizers are also provided to complete skill-specific activities. Students are also provided a *Small Letter Set* that provides "color-coded letters for daily word-building activities. The letters include all consonants, vowels, consonant teams, vowel teams, welded sounds, trigraphs, prefixes, suffixes, endings, and syllables taught in the program." Students are provided with Foam Sound Circles (white for consonants and green for vowels) and Syllable Rectangles (blue). "At levels 2–6, students manipulate these sound circles and syllable rectangles on the Phoneme Segmentation Sheet, and write a letter(s) associated with the phoneme or syllable."

- The materials provide decodable connected text that builds on previous instruction. The materials state, "All passage and practice texts are fully decodable. The text is comprised of only (a) words made of sounds previously taught, (b) sight words previously taught, or (c) words from the current lesson and past lessons made of previously taught sounds plus phonemic elements that allow students to approximate the sounds needed to decode the word." Specific decodable readers are referenced under the Independent Practice section of each lesson.

- The materials provide a variety of activities and resources for decoding and encoding multisyllabic words in isolation and in context. For example, in the *Level 5 Teacher's Guide*, students are taught vowel teams as sound-spelling and decodable patterns, as well as diphthongs and r-controlled vowels. Students are taught explicitly how to decode these patterns, but the materials never reference vowel team, diphthongs, or r-controlled vowels as a syllable type; they simply explain how to decode and encode with the various patterns taught (er, ur, ir, oe, ow, etc.). The materials do not address syllable division patterns as a method to support decoding or encoding.

# Foundational Skills

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

The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials do not include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. Materials do not include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials do not 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 do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. The materials are not written to align with the grade-level TEKS. For example, the Grade 2 TEKS call for "affixes un-, re-, -ly, -er, and -est (comparative and superlative), and -ion/tion/sion." The affixes -ly, -est, and -er are presented in the material in *Level 3, Lesson 5*. The affixes re-, un-, -ion, -tion, and -sion are not explicitly taught within the program.
- The *Level 4 and 5 Teacher's Guide* has no introduction to any morphemes. All the grade TEK-required morphemes are taught in the first-grade levels. There is no evidence of direct instruction for -ion, -tion, and - sion in the second-grade materials.
- The materials systematically teach morphemes but are not aligned to the grade-level standards. The grade 2 level morphemes are taught in the 1st-grade curriculum.

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

- The materials do not guide the teacher in providing direct and explicit instruction to support the recognition of common morphemes and their use of meaning. For example, in *Levels 4* and *5 Teacher's Guides*, there is no explicit instruction for teaching morphemes. That instruction is covered in *Level 3*, which is grade 1.
- Students continue to practice using the morphemes that were taught in *Level 3* and in *Levels 4 and 5*. The materials do not emphasize morphological study for decoding, encoding, and comprehension purposes. Morphemes are addressed only in *Levels 3 and 6*. For example, in the *Level 3 Workbook,* students complete independent practice activities that require them to use word meaning to determine when to use -ed at the end of the word to complete the sentence. For example, in the *Level 6 Workbook,* students complete an *Independent Practice* activity that requires students to create words that use the suffix -able and then use word meaning to determine how to properly complete a sentence.

**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 do not emphasize morphological study for decoding, encoding, and comprehension purposes. Morphemes are addressed only in *Levels 3 and 6*.
- Within *Levels 4 and 5*, no new affixes are introduced. For example, in the *Level 3 Workbook,* students complete independent practice activities that require them to use word meaning to determine when to use -ed at the end of the word to complete the sentence. For example, in the *Level 6 Workbook,* students complete an *Independent Practice* activity that requires students to create words that use the suffix -able and then use word meaning to determine how to properly complete a sentence.
- However, in *Level 3, Lessons 4 and 5* introduce -ed, -s, -es, -ing, -er, -est, -en, -ish, -ly, -y, -ful, -ness, and -less. *Level 3, Lesson 9* introduces the prefix a-. Teachers are provided support to teach these morphemes explicitly. For example, in Step 1 of Lesson 5, teachers are guided to say, "Look at the picture of the singer. The key word is singer. We add er to the end of a word to describe a person who does something. So, the word singer means a person that sings.'" In Step 9 of the lesson, students spell words such as caller, fisher, and camper. In Step 10, students write the dictated sentence, "The camper cut the log."

**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 do not include instructional routines, such as dictation, that emphasize encoding and decoding of morphemes in isolation and decodable text. For example, within

Levels 4 and 5, no affixes are introduced. However, in *Level 3*, *Lessons 4 and 5* introduce -ed. -s. -es, -ing, -er, -est, -en, -ish, -ly, -y, -ful, -ness, and -less. For example, in *Step 1 of Lesson 5*, teachers are guided to say, "Look at the picture of the singer. The key word is singer. We add er to the end of a word to describe a person who does something. So, the word singer means a person that sings.'" In *Step 9* of the lesson, students spell words such as caller, fisher, and camper. In Step 10, students write the dictated sentence, "The camper cut the log." Decodable texts are also aligned with the lesson to practice decoding within the text.

- The *S.P.I.R.E. Student Decodable Readers 1–6* provide opportunities for students to practice decoding skills while reading lists of words in isolation and within short passages and stories. Students participate in a variety of decoding activities within the routines taught in the *S.P.I.R.E. Decodable Reader Teacher's Guide*. Students participate in a variety of decoding activities such as "It's a Book," "Sentence Style," "Rhyme Time," and "Word Search." This is a short list of routines available, ten routines, for students to practice encoding. The *S.P.I.R.E.* Curriculum includes the *S.P.I.R.E. Student Workbook Levels 1–6*, which includes a decodable passage that corresponds with each skill taught in the *Leveled Guides*. However, the decodables for grade 2 do not contain words with morphemes.

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