

IMRA Review Cycle 2024 Report

Publisher Name	Program Name
EPS Operations, LLC	S.P.I.R.E.® 4th Edition
Subject	Grade Level
English Phonics	Kindergarten

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
Quality Review Overall Score:	220 / 307

IMRA Reviewers

Flags for Suitability Noncompliance 0

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

Flags for Suitability Compliance 0

Indicator	Count of Flags
Alignment with Public Education's Constitutional Goal, 2.1.1	0
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	23 / 28
3. Supports for All Learners	18 / 32
4. Phonics Rule Compliance	27 / 36
5. Foundational Skills	126 / 158

Strengths

- 2.2 Data Analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret 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 adhere to TEKS and ELPS. They do not apply appropriate pacing while providing explanations for concepts, guiding for unit internalization, or include resources to support administrators.
- 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 pre-teach unfamiliar vocabulary and references 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: Daily lessons do not include opportunities for immediate and corrective feedback nor include a variety of opportunities for students to practice through collaborative learning.
- 4.5 Progress Monitoring and Student Support: Materials do not offer data-management tools for tracking whole-class progress, determining 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 or include opportunities to engage in social communication. Materials do not include authentic opportunities for students to ask questions.

- 5.C.1 Alphabet Knowledge: Materials do not include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (uppercase) and do not include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 uppercase letters of the alphabet.
- 5.D.1 Phonological Awareness: Materials do not include explicit (direct) instruction for teaching phonological awareness with recommended explanatory feedback for students based on common errors and misconceptions, including a variety of activities and resources to reinforce phonological awareness.
- 5.D.2 Phonemic Awareness: Materials do not include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions.
- 5.E.1 Sound-Spelling Patterns: Materials do not include 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 for encoding regular and irregular high-frequency words or activities or resources

to develop skills to decode and encode regular and irregular high-frequency words.

- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: The

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

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 structured, organized plan 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 the kindergarten materials, these activities do not provide a clear, structured approach for directly and explicitly practicing phonological awareness skills aligned to the TEKS. As a result, novice teachers might need a more complex, organized method for ensuring that phonological awareness is effectively taught and practiced, which could impact the development of these essential skills in young students.

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 do not include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, 210). Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for lesson internalization. Materials do not include guidance, protocols, and/or templates for 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.

- The scope and sequence listed in the Sounds Sensible Teacher’s Guide are organized by sound concepts such as stops, fricatives, affricate, glides, etc. In grade K, the SPIRE Sounds Sensible Teacher’s Guide materials include a listed scope and sequence that separates concepts by Introductory Lessons and concepts. The grade K scope and sequence does not explicitly outline the Texas Essentials of Knowledge and Skills (TEKS) used, but it does outline the specific concepts within the curriculum. For example, concepts such as stops, fricatives, and beginning and ending sounds are listed. The opening paragraph states that the "instruction is organized by letter or concept." There is also a detailed Table of Contents listing the order of the lessons and the reinforcement lessons for each introductory lesson.
- The Table of Contents lists the order of the lessons and the reinforcement lessons for each introductory lesson. In the grade K Level 1 Teacher's Guide, there is a Table of Contents showing the Knowledge taught, and it is divided by subsets of Introductory Sounds such as

"Short a," "Short o," and "Short u." A scope and sequence at the beginning of the Level 1 Teacher's Guide outlines the Knowledge taught within the S.P.I.R.E. Program. (i.e., Level 1 guide through Level 6). In addition, the scope and sequence in the Level 1 Teacher's Guide are organized by phonics concepts such as short vowels and digraphs. The materials do not list or connect the scope and sequence to the TEKS or the ELPS.

- Information found in this link: The guidance from the publisher regarding addressing the English Language Proficiency Standards in the curriculum states, "Not Applicable to our Offering." Refer to the "hyperlinks" section of this guide.

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

- The Sounds Sensible Teacher Guide contains a section called Using Sounds Sensible that provides guidance on pacing. "Sounds Sensible was developed with a lesson format requesting a minimum of 45 minutes up to 1 hour every day." Materials provide suggestions for splitting lessons into two days and determining which parts are taught on specific days. Each lesson has five steps that vary in the required time. The guide gives guidance if only 30 minutes of instructional time is available. Steps 1–3 can be taught on Day 1, and Steps 4 and 5 can be taught on Day 2." The grade K Sounds Sensible Teacher Guide does not include support for various instructional calendars or outline how to use the curriculum with varying instructional days.
- Grade K of the S.P.I.R.E. Program Level 1 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. The grade K S.P.I.R.E. Program Level 1 Teacher's Guide does not include support for various instructional calendars or outline how to use the curriculum with varying instructional days. The materials do not provide a calendar to support the yearly pacing of lessons over a calendar year.

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

- In the Sounds Sensible Teacher's Guide, the materials include a scope and sequences that outline the order in which concepts are taught. It also includes a section called The Five Steps of a Lesson that includes an explanation of the rationale of lesson component order: "Instruction is organized by letter or concept. Each letter is introduced in the order in which the letter is produced. Easier sounds to articulate are taught first, followed by more difficult sounds." For example, the first group of lessons is the "Stops" sounds. Lesson 1 is the letter P, Lesson 2 is the letter B, and lessons for the letters T, D, C, K, and G follow. The next group of lessons is the Fricatives, which include a lesson each for letters F, V, S, and Z.
- It states, "S.P.I.R.E. Program provides a sequenced lesson plan structure that gradually moves students through a developmental process from emergent levels of literacy to early reading to accomplish fluent reading."

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

- The materials include a teacher's guide as the central resource for teaching at each level. The Teacher's Guide offers "directions for how and when to use the components" to support the "explicit, teacher-led instruction" for the five-step lessons. There is a Lesson Overview before each lesson that lists all the material needed and the activities taught for each of the five steps of the lesson. For example, in Introductory Lesson 1: Introduce Letter p, Step 2, Rhyming calls for the Rhymes Mat and the Introduction to Rhyme Sheet 1.
- In the Introduction portion of the Sounds Sensible 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 rather than administrators or instructional coaches.
- The S.P.I.R.E. Foundations, Sounds Sensible Blackline Masters includes a lesson planner guide to assist the teacher in internalizing the lesson and to have a quick reference to the goals for the lesson. The Teacher Guide and blackline masters give guidance on the layout of lessons and the flow of each lesson. Also included is a template for internalizing the lesson for quick reference for the teacher. The template is only for the lesson, not for a unit.

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. In the Introduction portion of the Sounds Sensible Teacher's Guide, there are several pages of explanation of the materials and rationale for each portion of the lesson, and each lesson begins with a lesson overview.
- 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.
- The Teacher's Guide offers "directions for how and when to use the components" to support the "explicit, teacher-led instruction" for the five-step lessons. There is a Lesson Overview before each lesson that lists all the material needed and the activities taught for each of the five steps of the lesson. For example, in Introductory Lesson 1: Introduce Letter p, Step 2, Rhyming calls for the Rhymes Mat and the Introduction to Rhyme Sheet 1.
- The S.P.I.R.E. Foundations, Sounds Sensible Blackline Masters includes a lesson planner guide to assist the teacher in internalizing the lesson and to have a quick reference to the goals for the lesson.

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.

- In the *Sounds Sensible Teacher's Guide*, the section "The Five Steps of a Lesson" guides each lesson's phonological awareness and phonics components. The materials describe the background content needed to teach the lesson effectively. For example, in Step 1: Listening (3–5 minutes), guidance is given that "it may be worth spending some time on the concept of same and different" before moving into the activity of identifying if two words are the same or different."
- In the *Sounds Sensible Teacher's Guide*, the section "The Five Steps of a Lesson" provides guidance on each lesson's phonological awareness and phonics components. The materials describe the academic vocabulary needed to teach the lesson effectively. For example, in Step 3: Segmentation (9–14 minutes), sentence segmentation, syllable segmentation, and word segmentation are comprehensively defined. The guidance for sentence segmentation includes, "Children must first understand that a word is a whole unit within a set of words before they can understand the concept of individual sounds creating the whole of a word."
- Grade K materials provide teachers with an overview encompassing background knowledge on phonological awareness and types of letter sounds. It includes the academic vocabulary teachers must understand and adequately implement in the lessons. This guidance can be found in the Introduction, and the Scope and Sequences sections of the *Sounds Sensible Teacher's Guide*.
- The materials provide examples of how to code words based on their phonics patterns. It gives 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.

- The S.P.I.R.E. Program Curriculum includes ancillary content that provides a letter in English to support their student's progress. The SPIRE curriculum includes Ancillary Content that provides parents with a guide and tips on how to help their students progress through the curriculum.
- Within the *S.P.I.R.E. Program Family Guide*, there is a parent letter explaining the overall program's components, beginning at Level 1. 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. The *S.P.I.R.E. Program Family Guide* has a *Parent as Partners Letter*. This letter guides parents through the ten-step lesson process and also provides suggestions for how to help their child while at home. This letter is provided in English. Materials do not contain supports for families in Spanish for each unit with suggestions on supporting the progress of their student.
- 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.

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. In grade kindergarten, the *Sounds Sensible Teacher's Guide* provides a comprehensive outline of the five steps included in each lesson, detailing the rationale, structure, materials needed, and recommended time frame for each step. At the beginning of each lesson, there is a "Lesson Overview," which gives each of the five steps, the materials necessary to teach each step, and what activity to expect. Within each lesson, there are detailed instructions for presenting each step of the lesson, giving guidance on how to utilize the included resources. Each lesson has detailed instructions explaining each step and guiding how to use the included resources. Formative assessments are integrated into the lessons, often involving simple agree/disagree signals. The curriculum consists of an introductory lesson followed by two reinforcement lessons and offers opportunities for informal assessments through observation, dictation exercises, and wrap-up activities. Content assessments are

administered four times a year for evaluation purposes. The materials do not include language standards.

- *Sounds Sensible Teacher's Guide* includes an objective for introductory lessons. However, reinforcement lessons do not include a daily objective. Lesson 1 plan states, "Students will learn the name of the letter p, its sound, and the correct form for the manuscript (printed) writing of the letter." However, reinforcing lessons 1a and 1b do not include a daily objective.

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

- Grade K *Sounds Sensible Teacher Guide* includes a "Pacing" section that overviews the suggested pacing for the internal lessons to maximize student achievement. In the front matter of the *Sounds Sensible Teacher's Guide*, there is a description of all five 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: Listening take 3–5 minutes, Step 2: Rhyming take 9–14 minutes, Step 3: Segmentation take 9–14 minutes, Step 4: Phoneme-Grapheme Relationship take 10–15 minutes, Step 5 Dictation take between 9–14 minutes.
- 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 *S.P.I.R.E. Quickstart Guide* provides a section called "Pacing" that details the rationale for pacing lessons to maximize student achievement.
- The Introduction portion of the *Level 1 Teacher's Guide* provides detailed instruction on the layout, structure, and pace of each component of the lesson. 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."

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

- Grade K *Sounds Sensible Teacher Guide* provides a "Lesson Overview" at the start of each new lesson, listing the needed student and teacher materials to deliver the lesson effectively. Within that chart, all of the materials, including workbook pages, teacher components, and consumables, are listed by each of the five lesson components.
- The materials list is provided in the "Lesson Overview" for each introductory and Reinforcing Lesson," which lists the materials needed for the lesson. The materials are listed for each of the five steps of the lesson. For example, in Reinforcing Lesson 1a, the materials listed for Step 2: Rhyming are the Rhymes Mat and Introduction to Rhyme Sheet 2 (BLM p.86). For example, Lesson 1 lists that the teacher will need several items such as Thumbs Up, Thumbs Down Sheets, Rhymes Mat, and Introduction to Rhymes Sheets.
- Every lesson provides an at-a-glance overview that explains all teacher's and students' materials necessary to implement a lesson effectively. For example, Lesson 1 lists that the

teacher will need several items: Phonogram Cards 1–21, Lesson Dictation Paper, the student workbook, Concept Mastery Fluency Drill 1.1, and Sight Word card 105.

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

- The materials list is provided in the "Lesson Overview" for each Introductory and Reinforcing Lesson," which lists the materials needed for the lesson. The materials are listed for each of the five steps of the lesson. For example, in Reinforcing Lesson 1a, the materials listed for Step 2: Rhyming are the Rhymes Mat and Introduction to Rhyme Sheet 2 "The Reinforcing Lessons" provide additional practice for students.
- The YouTube Video provided in the *Parent Support for the S.P.I.R.E. Program* with review lessons states that the teacher will send home a SPIRE 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. Program Review Lesson Plan* is for remote learning.
- *Grade K Level 1 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 their knowledge to text."

Progress Monitoring

2.1	Instructional Assessments	19/24
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.	3/6
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. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are partially aligned to the TEKS and objectives of the course, unit, or lesson. 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 K *Sounds Sensible Teacher Guide* includes a section titled "Assessment" at the beginning of the book. Teachers can view the different assessments offered within this piece of S.P.I.R.E. curriculum. For example, the grade K *Sounds Sensible Teacher Guide* includes two types of assessments: "Concept Assessment" and "Cumulative Assessment." The "Concept Assessment" is administered four times during this program and identifies students' ability to recognize the most recent letter sounds they have learned. The "Cumulative Assessment" is administered at the midpoint of the curriculum and identifies a more comprehensive score of what students have learned thus far in the guide. It also lists several formative assessment forms embedded in each lesson cycle. Observation, dictation sentences, and wrap-up activities help the teacher make instructional decisions regarding the follow-up lessons that are considered "Reinforcement Lessons."
- Grade K *Level 1 Teacher Guide* includes assessments at the lesson level. At the beginning of each lesson is a "Lesson Overview" section titled "Independent Practice and Assessment." Students are formally and informally assessed at the end of each lesson.

- The materials include a *Level 1 Assessment Blackline Master* book, which consists of all assessments for this level. Within this book, the material provides a variety of assessments at both the lesson level and unit level. For example, in the grade K *Level 1 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 at. The levels range from 1–6.

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

- Grade K *Sounds Sensible Teacher 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*. Each assessment is given a description that details its intended purpose and definition. For example, the grade K *Sounds Sensible Teacher Guide* includes two types of Assessments: "Concept Assessment" and "Cumulative Assessment." The "Concept Assessment" is administered four times during this program and identifies students' ability to recognize the most recent letter sounds they have learned. The "Cumulative Assessment" is administered at the midpoint of the curriculum and identifies a more comprehensive score of what score students have learned thus far in the guide.
- *S.P.I.R.E.* provides an overview of assessments in the 4th edition of the *S.P.I.R.E.* program and it provides a document that outlines the various assessments found in the curriculum. This document explains the types of assessments and the intended purpose of each assessment.

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

- Grade K *Sounds Sensible Teacher's Guide* includes a "Concept Assessment Overview" within the "Overview" that provides an overview of the assessment, preparation details, and administration guidelines for the teacher. These guidelines provide information on when to give each of the assessments. For example, concept assessments are given after the introductory lesson, and any correlating "Reinforcement Lessons" are used to measure student mastery of content.
- The Overview of Assessments in *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.
- Grade K *Level 1 Teacher's Guide* includes a section at the beginning of the "Assessment" component that gives a detailed overview of each offered assessment within the guide and the details for preparation, scoring, and administration.
- The *Level 1 Teacher's Edition* contains "Concept Assessments." The instructions are in the *Level 1 Blackline Masters*. There is an overview of the assessment and different testing options. Then, a section gives the teacher directions and a scoring guide. 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. Sound-out and self-corrected words are counted as correct.

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

- Grade K *Sounds Sensible Teacher's Guide* includes assessments at the "Formative," "Summative," and "Diagnostic Levels." These assessments align with the teacher and student objectives listed at the beginning of each lesson.
- Grade K *Sounds Sensible Teacher's Guide* includes an overview of the "Final Cumulative Assessment" that is aligned to the student and teacher objectives throughout the entire curriculum component for this grade level within the *S.P.I.R.E. Program*. There is guidance for the teacher to determine which students should move on to the "Reinforcement Lesson" number 2 based on how well the student performed on the "Dictation Portion" of the lesson. This is related to the objective of the lesson. TEKS alignment is not evident in the lessons.
- In the *Level 1 Assessments Book* and the *Level 1 Teacher's Guide*, no connection is made to the TEKS. The materials stated in the *Level 1 Teacher's Guide*, "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.

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

- Grade K *Sounds Sensible Teacher's Guide* includes assessments at the "Formative," "Summative," and "Diagnostic Levels." These assessments align with items at varying levels of complexity. For example, the teacher and student objectives are listed at the beginning of each lesson. There is guidance for the teacher to determine which students should move on to the "Reinforcement Lesson" number 2 based on how well the student performed on the "Dictation Portion" of the lesson. This is related to the objective of the lesson. TEKS alignment is not evident in the lessons.
- The *Level 1 Teacher's Edition* has "Pre/Post Assessments, Mid-Level Assessments and Concept Assessments." The instructions are in the *Level 1 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 1 Blackline Masters* book, there are several recording sheets.
- Grade K *Sounds Sensible Teacher's Guide* includes an overview of the "Final Cumulative Assessment" aligned to the student and teacher objectives throughout the entire curriculum component for this grade level within S.P.I.R.E.
- In the *Level 1 Assessments* book and the *Level 1 Teacher's Guide*, no connection is made to the TEKS. The materials state in the *Level 1 Teacher's Guide* that "The Mid-Level Test should be administered midway through each level to measure the retention of previously learned concepts at the level." It does not connect directly to any specific TEKS or objectives.

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 *Sounds Sensible Teacher's Guide* provides an "Assessment" section that guides the formative assessments within the Lesson levels. "Classroom observation, dictation exercises, and wrap-up activities provide ample opportunities for ongoing, informal assessment. Instructors use their judgment to evaluate student performance and skill development. This informal assessment is key to determining whether students continue to the next concept after completing "Reinforcing Lesson a" or whether "Reinforcing Lesson b" is necessary." Under the "Formal Assessment" section, the materials describe "Concept Assessments" as those that "review student identification of the most recently taught letters and their sounds as well as their ability to produce teacher letter's written form," and "Cumulative Assessments" as "designed to served a summative evaluation function."
- In the *Level 1 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.
- In the "Placement Test," guidance is provided to the teacher regarding how to respond to student performance. In the "Part B: Word Lists" section, the directions state, "If a student makes eight errors while reading Level 3 Word List B, the student is placed in Level 3."

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

- The *Sounds Sensible Teacher's Guide* provides an "Assessment" section that guides the formative assessments within the Lesson levels. "Classroom observation, dictation exercises, and wrap-up activities provide ample opportunities for ongoing, informal assessment. Instructors use their judgment to evaluate student performance and skill development. This informal assessment is key to determining whether students continue to the next concept after completing "Reinforcing Lesson a" or whether "Reinforcing Lesson b" is necessary. Students ready to move on to the next concept should complete the *My Letter Sheet*."
- In the *Level 1 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.
- In the *Level 1 Teacher's Guide*, there are 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.
- The "Appendix" of the *Sounds Sensible Teacher's Guide* gives directions for the Concept Assessments. In the final bullet of the directions, teachers are guided to "list the letter sounds and letter forms that the student got incorrect. Continue to practice these letters and sounds with the student by reviewing activities in the corresponding Reinforcing Lessons."

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

- The *Level 1 Teacher's Guide* states, "All assessments are supported by recording forms that can be customized for each student, allowing each student to track their own progress and growth. 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. 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.
- In the *Blackline Masters*, at the end of the resource, there are several recording charts to track progress. In the assessment guidance, the instructions state, "To track the student progress throughout the level, enter the scores on the Level Assessment Summary Sheet."
- The materials provide a Recording Form for the Formal Assessments. 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 the specific student.

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 unfamiliar vocabulary and references in text, but not pre-teaching of unfamiliar vocabulary. 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 K *Level 1 Teacher's Guide* includes a "Differentiated Instruction" section 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."
- The "Introduction" section of the *Level 1 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" or paired scaffolding lessons students require."
- Grade K *Sounds Sensible Teacher's Guide* includes a section at the beginning of the component called "Additional Support for Reading and Language Development." Within this section, the guide gives teachers on how to improve student outcomes within this guide. For example, the section states what to do: "Before Reading," "During Reading," and "After Reading."

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

- Grade K *Sounds Sensible Teacher's Guide* includes some embedded supports in the "Scope and Sequence" section of this component. Auditory perceptual training (phonological awareness) should be a precursor to reading for these children. This process cannot be taken for granted, or the understanding of our English language system of reading and spelling will be lost to millions of children." The materials state, "Nasals are produced by diverting the airflow through the nose." There is support for the definitions of academic vocabulary such as "Stops," "Fricatives," "Africa," "Nasals," "Glides," and "Liquids."
- Grade K *Level 1 Teacher's Guide* includes "Vocabulary Development" embedded support within "Step 4" of each lesson. The *Level 1 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 support but do not include pre-teaching of 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 K *Level 1 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.
- Grade K *Sounds Sensible Teacher's Guide* guides teachers at the end of each lesson in the "Lesson Wrap-Up" section on what type of activity to give the student, depending on their success with that specific lesson. This section references the next upcoming lesson and any "Concept Assessment" or "Cumulative Assessment" available to administer. After completing "Reinforcing Lesson a," evaluate student progress to determine if they are ready to move to the next concept or should continue with "Reinforcing Lesson b." This guidance can be found in the "Five Steps of a Lesson" portion of the introduction. These instructions are repeated at the end of each lesson within the "Lesson Wrap-Up."

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 K *Sounds Sensible Teacher's Guide* includes prompts at the beginning of each subsection within the lessons that support teachers in communicating effectively during lessons. The grade K *Sounds Sensible Teacher's Guide* has clear headings and labels to support the teacher in transitioning between different components of the lesson, such as "Word Recognition," "Rhyming," "Sentence Segmentation," and "Dictation." For example, in Lesson 1 Step 4, the materials state, "Hold up 'Phonogram Card' p. The name of this letter is p. What is the name of this letter? Yes, it is p. Have students repeat the letter name several times. The key word is pat. Explain that the keyword will help them remember a sound. Have students look at Key Word Concept Sheet P and discuss the picture with them. p (letter name), pat (keyword), /p/ (sound). Have students repeat p, pat, /p/ several times."
- Grade K *Level 1 Teacher's Guide* includes prompts and instructions such as "Model the first item for students. For example, in 'Phonogram Card' 1, say This is the letter p. The letter p stands for the /p/ sound." These instructions support the teacher in communicating directly and explicitly.

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

- Grade K *Level 1 Teacher's Guide* includes scripts and guided instructions such as "Model the first item for students. For example, in Phonogram card 1, say the following: This is the letter p. The letter p stands for the /p/ sound." These scripts support the teacher by giving recommendations on lesson delivery.
- In the *Level 1 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 that you hear in the bat? (b) Bring down the Small Letter that makes the /b/sound." The instructions continue in this manner until the entire word has been built. Grade K *Sounds Sensible Teacher's Guide* includes scripts and illustrations for effective lesson delivery and facilitation.
- The *Leveled Teacher's Guide* gives the teacher instructions on utilizing several 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. The teacher is also instructed to utilize writing, using 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 K *Sounds Sensible Teacher's Guide* includes "The Five Steps of a Lesson." 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. For example, in the first lesson, the students work as an entire group to give a "thumbs up" or a "thumbs down" identifying letter sounds.
- 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.

- The *Sounds Sensible Teacher's Guide* contains a section, "Additional Support for Reading and Language Development." This section highlights the "many beneficial outcomes from reading aloud to students." It provides "practical tips and techniques to make reading aloud more enjoyable." For example, in the section "Before reading," some of the guidance includes, "Choose a story you and the students are interested in," "Discuss unfamiliar vocabulary, and ask students to listen for those words," and "Discuss the story or rhyme with students."
- *Grade K Level 1 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 1 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 in the bat? (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 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 and word cards. Graphic organizers are also used within the curriculum.

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

- Grade K *Sounds Sensible Teacher's Guide* includes a section at the beginning of the component titled "Additional Support for Reading and Language Development." This section gives "tips" and "techniques" for enhancing language development in primary students.
 - The materials include "Instructional Cards" that are "used throughout the program; these card sets support a variety of activities in Steps 2 and 4 of each lesson." The instructional cards help support "Introduction to Rhyme," "Matching Rhyme," "Rhyme Categorization," "Onset and Rime," "Phonogram," "Beginning Sounds," "Ending Sounds," and "Picture-Word Match."
 - Grade K *Level 1 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 1 Teacher's Guide*, the materials provide linguistic support, such as graphic organizers, to support teaching comprehension. In Lesson 1a, Step 6, "Reading Comprehension," the materials state, "We will use the passage to complete the Graphic Organizer. We need to figure out the big idea and its helpers." There is no guidance on effectively using these materials with bilingual or ESL students.
 - In the *Level 1 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 in the bat? (b) Bring down the Small Letter that makes the /b/sound." The instructions continue in this manner until the entire word has been built.
 - The *Leveled Teacher's Guides* do not provide any evidence of implementation guidance to support bilingual or ESL programs.
-

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

- 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 a section, "Additional Support for Reading and Language Development." This section encourages reading aloud and guides teachers with Before, During, and After Reading suggestions. For example, During Reading, teachers are guided to "Hold the book so the children can see the text and pictures" and "Use your finger to follow the text."
- Grade K *Sounds Sensible Teacher's Guide* includes a section at the beginning of the component titled "Additional Support for Reading and Language Development." This section gives "tips" and "techniques" for enhancing language development in primary students.
- Grade K *Level 1 Teacher's Guide* includes a section titled "Nonreaders and Struggling Readers" at the beginning of the component that states the reasons that students may be struggling 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 1 Teacher's Guide," the materials provide linguistic support, such as graphic organizers, to support teaching comprehension. In Lesson 1a, Step 6, "Reading Comprehension," the materials state, "We will use the passage to complete the Graphic Organizer. We need to figure out the big idea and its helpers."
- There is no guidance on how to use these supports to accommodate the learning of students at various levels of language proficiency.

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 "Introduction" and "The S.P.I.R.E. Lessons" sections of the *Level 1 Teacher's Guide* provide a detailed explanation of the systematic ten-step model used in all S.P.I.R.E. Lessons. The "Table of Contents" also shows the progression of the lessons within each "Level." Each skill begins with an "Introductory Lesson" and two "Reinforcement Lessons." In "Step 1," the teacher introduces a new phonogram card each day, spiraling through the cards taught previously. 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 K Sounds Sensible Teacher's Guide* begins with a "Scope and Sequence" that lays out the order of letters and corresponding sounds taught. The lesson sequence evidences letter progression by starting with individual letters with their most common sounds and then progressing to letters that make more complex sounds or more than one sound.
- The *Grade K Level 1 Teacher's Guide* demonstrates evidence of "Systematic and Sequenced" instruction. The "Introduction" of this component lists the letters and their corresponding sounds in the order in which they are taught. This component continues the progression from the previous component by beginning with one letter and identifying its most common sound, and then progressing to more complex letters and their sounds, such as "ch," "sh," and "th."

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 1 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 K Sounds Sensible Teacher's Guide* includes an opportunity for students to engage in daily explicit phonics instruction and practice. Within "Step 4" of each lesson, students work collaboratively with teachers and peers to make connections between letters and their sounds. For example, in "Reinforcing Lesson 1c: Short a," Step 3: Word Building, "Students segment the sounds in a word using their hands. They build words using the *Small Letter Set for their Manipulatives Kit*." Teachers are guided to say the word hat and ask students how many sounds are heard in the word hat. Teachers model with students how to sound out the word hat with their fingers first and then move to spell the words with the letters in the manipulative kit. This process is repeated with the words "hand," "mad," "tag," and "sat."
- The *Grade K Level 1 Teacher's Guide* includes an opportunity for students to engage in daily explicit phonics instruction and practice. Within "Step 3: Word Building" of each lesson, students and teachers work to use magnetic letters to build individual words using previously learned sounds and change phonemes to create new words with known letter-sounds.

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

- In the *S.P.I.R.E. Decodable Readers Teacher's Guide*, the text 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. For example, in Set 1A, students practice the skills introduced in the "Introductory Lessons." They decode and practice comprehension and fluency. For example, the first decodable text in Set 1A is "The Pig and the Ant," The program suggests that the teacher is able to use the decodable readers in whole group, in fluency practice, and in independent reading.
- The *Grade K Level 1 Teacher's Guide* provides daily opportunities for students to practice phonics skills in isolation. For example, in "Lesson 2: Short i," students begin the lesson by reading words in isolation, such as "it," "hit," "sit," "lip," and "fin." Then, in "Step 6: Reading" of the same lesson, students read words in context within "Decodable 1." For example, in "Reinforcing Lesson 3a: Short o," students begin the lesson by reading words in isolation, such as "pot," "hot," "jog," "dot," and "lot." Then, in "Step 6: Reading Comprehension" of the same lesson, students read words in context within the "Passage pg. 67."
- 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 1* 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 1A is "The Pig and the Ant," and the first text in Set 1B is "Snip and Snap." Both feature the skill of short a (ax) and short l (hit).

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. For example, In the *Level 1 Workbook*, students are given opportunities to apply their phonics skills both in isolation and in decodable text. In "Lesson 1.1: Short a " students read words such as: man, ran, fan, Sam, and mat. They also read sentences such as: The cat ran." in "Step 4: Words and Sentences."
- "S.P.I.R.E. spirals concepts—both as concepts progress within a level and from level-to-level as the program progresses." For example, in "Reinforcing Lesson 2b: Short i" Lesson Overview, there is a review opportunity in Step 1: Phonogram cards to "review previously taught Phonogram and Word Cards," and Step 9: Spelling to spell known and new words. For example, the materials state, "Review all previously learned Phonogram Cards. Display Phonogram Cards 1–21." I will show these one at a time. When I show you a letter, say the letter's name and then its sound.
- The *Grade K Sounds Sensible Teacher's Guide* includes daily opportunities for cumulative review in "Step 4: Phoneme Grapheme Relationships. The "5 Steps of a Lesson" portion of this component explains that "Students learn and review 20 consonants and the vowel a as they progress through the program." In "Step 2" of each lesson, the students practice phonological awareness using several strategies, such as rhyming, segmentation, and blending. The "Step 2" activities are spiraled through during the following lessons. "Step 3 Word Building" allows students to manipulate letters to create different words.

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 1 Teacher's Guide*, in the front matter under "The S.P.I.R.E. Lessons," teachers are given guidance for each step of the lesson. 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, including teacher modeling. For example, in Reinforcing Lesson 2b: Short I, Step 1, the teacher models the Phonogram Card 1, "This is the letter p. The letter p stands for the /p/ sound. You say: p, /p/when I show this card. 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 materials state, "The consonant letters work together to make one sound. These consonant letters, s, and h, are a team. What is the same as this team? (sh) The team sh is a consonant team...The keyword for sh is a ship. What is the keyword? (ship) Listen as I say the keyword slowly. Say ship slowly, emphasizing the /sh/ sound.
- The *Grade K Sounds Sensible Teacher Guide* provides direct and explicit instruction with teacher modeling embedded into each daily lesson. Each lesson is divided into "Steps" that guide the teacher through the different portions of the lesson, and within each step, there is bolded and italicized writing that tells teachers precisely what to say (in bold), what to do, and provides some general ways students could respond (italics). For example, the "Introductory Lesson 1" states, "Before saying the first word pair, have students practice showing thumbs up or thumbs down." In bold print, it also states, "Thumbs up means that the sounds you hear are the same. Show me a thumbs up."

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

- 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 1 Teacher's Guide*, "Reinforcing Lesson 2c: Short i" Step 3: Word Building, teachers say, "Say win. (win). How many sounds do you hear in the word win? (3/w//i//n/) We hear three sounds in the word win. What is the first sound you hear in the word win? (/w/). What letter makes the /w/ sound? (w).
- In the *Level 1 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. The lessons are scripted with guidance on actions for the teacher and expectations from the students. In "Step 2 Phonological Awareness," one example is "Close your eyes. I will say a word. Repeat the word, and raise your hand if you hear the /a/ sound." "The first word is hat." "Do you hear the /a/ sound in hat? (yes) So you should raise your hand. Repeat the activity with the words " hit, ax, tab, at, hat, cat, flat, sip and bag." However, limited guidance for corrective feedback if students do not answer correctly.
- In the *Level 1 Teacher's Guide*, each lesson contains a "Step 4: Decoding and Sentence Reading" that provides opportunities for direct and explicit guided instruction. The teacher's portion of the materials states, "Put your finger under the first word and say it aloud. Underline the vowel. What is the vowel's name? What sound does the vowel make? Put your finger under the first letter in the word. Point to each letter and say it's sound. Go back to the beginning of the word, glide your finger under it, and say it fast." While the lessons are scripted, the materials lack immediate and corrective feedback.

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

- The *Grade K Sounds Sensible Teacher's Guide* provides opportunities for students to practice independently within each lesson. For example, in the "Step 5: Dictation" section within "Introductory Lesson 1," students practice independently writing the letter "p" after having the sound dictated to them by the teacher. For example, in the "Independent Practice" section within "Reinforcing Lesson 1a: short a," students complete independent work from the decodable text "*Pam's Bag*."
- Within each daily lesson, students have opportunities to practice independently. For example, in "Reinforcing Lesson" 2e: short i, students complete page 60 in their workbook. Teachers "discuss the illustrations with them. Then read the sentences with students." Teachers then help students choose the one sentence that goes with the first picture. Students then complete the page independently. Independent Practice 2 is page 61 in their student workbook. Teachers are instructed to prompt students "to tell what they remember about the passage *A Bad Hit*. Then read and discuss the first question with students." Students then

complete the rest independently. "If students are ready to read a new decodable book independently or in pairs, invite them to read *Set 1B: Decodable Reader Snip and Snap*."

- In the *Level 1 Teacher's Guide*, at the end of each lesson, there is a subsection titled "Independent Practice." This subsection contains instructions for students to work in pairs on the decodable story of the day. At the end of "Reinforcing Lesson 6a: sh, the materials state," If students are ready to read a new decodable book independently or in pairs, invite them to read *Set 1B: Decodable Reader A Red Slash*." "Step 3 Word Building" has specific instructions on utilizing the "Student Manipulative Kit." An example from the guide states, "Say last. (last) How many sounds do you hear in the word last? (/l/a/s/t/) We hear four sounds in the word last. What is the first sound you hear in the word last? (/l/) What letter makes the /l/ sound? (l) Bring down the Small Letter l. 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 include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation and connected text.

Evidence includes, but is not limited to:

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

- There are built-in opportunities for students to review previously taught skills. "S.P.I.R.E. spirals concepts—both as concepts progress within a level and from level-to-level as the program progresses." For example, in "Reinforcing Lesson 2b: Short i" Lesson Overview, there is a review opportunity in Step 1: Phonogram cards to "review previously taught Phonogram and Word Cards," and Step 9: Spelling to spell known and new words.
- The *Level 1 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 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."
- The *Grade K Sounds Sensible Teacher's Guide* provides a cumulative review throughout the curriculum. For example, each daily lesson has a section called "Step 4: Phoneme-Grapheme Relationships. Within this section, the teacher "reviews 20 consonants and the vowel a as they progress through the program."

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

- The *Level 1 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 "short i." Students then practice identifying the short i sound in the "Phonological Awareness Step 2" and build "short i" words such as hit, sip, fit, fin, and lip in "Step 3, Word Building", and decode words and read sentences with the "short i" sounds in them, such as the work "bit, tin, rim, and rid."
- Each *Sound Sensible 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 *Sound Sensible Workbook*. For example, students are only required to identify the pictures that represent the initial sound learned during that day's lesson, and the dictation pages start with writing only initial sounds. By the end of the unit, when students have learned all letter-sounds, they begin responding with CVC words. In "Step 4: Phoneme-Grapheme Relationships." In this part of the lesson, students "learn and review 20 consonants and the vowel a as they progress through the program." Students are only reviewing phonemes that have been exclusively taught and are exclusively learning specific phonemes for that lesson.
- The *Grade K Level 1 Teacher's Guide* includes 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 1 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 several different strategies, such as rhyming, segmentation, and blending. The "Step 2" activities are spiraled through during the following lessons. "Step 3 Word Building" students decode words and read sentences with the short i sounds in them, such as the words "bit, tin, rim, and rid."

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 1 Teacher's Guide* describes the two levels. The *S.P.I.R.E. Decodable Readers Teacher's Guide* has specific directions on how to utilize the readers. At the teacher's guide's beginning 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 kindergarten-level lesson, there are passages to read at the beginning. For example, the first decodable text in Set 1A is "The Pig and the Ant," and the first text in Set 1B is "Snip and Snap." Both feature the skill of short a (ax) and short i (hit).
- The *Grade K S.P.I.R.E. Decodable Reader Set 1A & 1B* includes a "Focus Concept" section at the beginning of each story. The "Focus Concepts" match the exact "Scope and Sequence"

listed at the start of the *Level 1 Teacher's Guide*. The "Focus Concepts" are the same skills exclusively taught and presented to students within the teacher guides.

- In the *S.P.I.R.E. Decodable Readers Set 1B*, you can see the progression of phonics skills throughout the book. The first story starts with CVC words with short i and a. Then, each story adds a new short vowel, spiraling in all vowel sounds until all have been taught. From there, they move on to CVC words with digraphs and short vowels. This progression is cumulative and continues in this manner throughout both decodable books. Decodable readers start in Level 1, adding the vowels taught, and they connect to prior 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 1 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. The *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 1A* is "The Pig and the Ant," and the first text in *Set 1B* is "Snip and Snap." Both feature the skill of short a (ax) and short i (hit).
- 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 3a: Short o", 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 "Dot hid the lid." Finally, in "Step 6: Reading Comprehension," students practice the skill within short paragraphs.
- Grade K *Sounds Sensible Teacher's Guide* includes a "Lesson Overview" at the start of each lesson that states the learning "objective." Students learn a letter within the lesson and then practice with that letter exclusively throughout that lesson. For example, in "Introductory Lesson 2", students learn the name of the letter "b" and its sound. Students then exclusively practice with this letter through sound practice and sound dictation in Step 3: Word Building. This step is described as "Students build words using the magnetic board and Small Letter Sets. Students build individual words at times, and at other times, they may build new words by making phoneme changes in known words." For example, in "Reinforcing Lesson 1c: Short a", Step 3: Word Building, "Students segment a word's sounds using their hands. They build words using the *Small Letter Set for their Manipulatives Kit*." Teachers are guided to say the word hat and ask students how many sounds are heard in the word hat. Teachers model with students how to sound out the word hat with their fingers first and then move to spell the

words with the letters in the manipulative kit. This process is repeated with the words "hand, mad, tag, and sat."

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 increase 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 Mastery Fluency Drill 1.6*."
- The "S.P.I.R.E. Placement Test" booklet gives teachers the directions for providing 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. 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.

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

- Materials include an *Assessment Guide* for teachers that provides clear instructions for administering assessments. For example, for the *Level 1 Mid-Level Test*, the *Overview* describes the two parts of the evaluation: "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 glad. Write glad."
- The *Grade K Sounds Sensible Teacher Guide* includes a section called "Assessment" at the beginning of the guide, which includes directions for the teacher to administer assessments within this guide properly. For example, the *Grade K S.P.I.R.E. 4E Assessment Level 1* includes test preparation notes and administration instructions for the teacher to accurately administer assessments within this guide. The SPIRE 4E Assessment Level 1 guide contains clear instructions for administering the "Pre- and Post" assessments, "Level Assessments," "Concept Mastery Fluency Drills, and "Concept Assessments." The guidance also offers directions on continuing to monitor student progress "on the *Level 1 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 test directions are divided into sections that match the sections of the assessment. The "Level 1 Pre-/Post-Test Administration, Scoring, and Reporting" section of the *Level 1 Assessment and Instruction Blackline Masters Book* provides the teacher with how to administer the *Pre-/Post-Tests*. The materials state: "Show the students Part 1, and direct the students to read the words from left to right. Do not stop the student, even if an error is made. Indicate errors by circling any misread words in the recording sheet. Sounded-out and self-corrected words are counted as correct."

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

- Materials include a variety of systematic and accurate measures of assessments that are progress monitoring tools. 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 K Level 1 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 1* guide, "measures the retention of previously learned concepts in this level." The *Level 1 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 systematically 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 1 Mid-Level Test" in the *Level 1 Assessment and Instruction Blackline Masters Book* was designed to support teachers in measuring students' "retention of previously learned concepts in the level."

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 1 Mid-Level Test*, the assessment is divided into "Concepts 1: Short a." Students spell five words and decode ten words with this pattern and are scored out of 15. The assessment continues to "Concept 2: Short I," where students spell five words with this pattern and decode ten words. Each section is scored separately. The remainder of this assessment is in "Concept 3: Short o," "Concepts 4: Short u," and "Concept 5: Short e."
- 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.

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. The *S.P.I.R.E. Level 1 Assessment* has several assessment tool options: "Pre/Post Assessments, Mid-Level Assessments, and Concept Assessments." Each tool has recording sheets for teachers to track student progress.
- The *S.P.I.R.E. STAR Overview*, "Getting Started, and Tutorial," includes all 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. For example, the materials provide a *Concept Master Fluency Drill Summary Sheet* to track individual student progress throughout *Level 1*. 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.
- The *Grade K S.P.I.R.E. Curriculum* includes a "Sounds Sensible Concept Assessment Summary Form" to track individual student progress, which includes the *Grade K S.P.I.R.E. 4E*

Level 1 Blackline Master with 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 *Concept Master Fluency Drill Summary Sheet* to track individual student progress throughout *Level 1*. 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 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* component.
- The materials provide a *S.P.I.R.E., Foundations: Sound Sensible Concept Assessment Summary* to track individual student progress throughout the Level. The materials state, "All assessments are supported by recording forms that can be customized for each student." *Sound Sensible Concept Assessment Summary* supports progress monitoring throughout the Level. While there are tools to be used 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 frequency of progress monitoring based on students' strengths and needs. The *Grade K Level 1 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 materials provide opportunities to monitor students' progress daily. These *Concept Assessments* can be found at the close of each in the *Level 1 Teacher's Guide* lesson. The materials state, "Test students one at a time. This test is optional for students who scored 80% or better in 'Concept Assessment 1.1a.' Select the students being tested and give the "Concept Assessment 1.1a." While there is guidance on when progress monitoring is needed, there is no guidance regarding acceleration. The materials state, "Students who struggle with Step 5 should continue to *Reinforcing Lesson 1b*. Students who are ready to move on to the

next concept should complete the *My Letter Sheet*." While there is guidance on when reteaching a reinforcing lesson is needed, there is no guidance regarding acceleration.

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 *Sounds Sensible Teacher's Guide* describes the five steps of a lesson. Each lesson is composed of "Step 1." Listening" (3–5 minutes); within this guide, students have multiple opportunities to develop oral language skills. For example, in "Step 2: Rhyming," students practice rhyming skills within a guided or whole group setting by repeating words and identifying the onset and rhyme while introducing new words and vocabulary. In "Step 3: Segmentation (9–14 minutes)." "Step 4: Phoneme-Grapheme Relationships (10–15 minutes)." and "Step 5: Dictation (9–14 minutes)." Each step has guidance and instruction to develop students' oracy and oral language skills. For example, *Step 1*, "Listening." provides a "Word Comparison" activity for each lesson. "The activity's objective is to focus students' attention on sounds in words and to develop students' ability to make sound distinctions by identifying whether two spoken words are the same or different." In *Introductory Lesson 4*, the program states, "Introduce Letter D, students show a thumbs up or thumbs down if they hear the same sounds." "The teacher says two words: "dad," "dat." The students repeat the words, and the teacher asks if the words are the same or different. Additional word pairs used in this lesson are dog, tog, deb, web, bid, and bid." The lesson scripts out modeling for the teacher to provide explicit instruction, then guides students through rhyming together, and then an

opportunity for students to practice independently. The materials state, "Encourage students to create their own rhymes using box, fox, and ox. End the activity by praising students for the great rhymes they made."

- The materials do not include explicit and systematic instructional guidance on developing oral language and oracy. 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. The *Grade K Level 1 Teacher's Guide* has a section called "Phonogram Cards" in each lesson. Within this section, materials include direct and systematic instruction. The students have the opportunity to develop oral language skills by being introduced to new keywords and letter- sounds and reviewing previously learned keywords and sounds in a guided setting. For example, in *Lesson 1- Step 1 Phonogram Cards*, students are taught the proper pronunciation through listening and speaking. The teacher introduces a sight word and provides explicit instruction regarding pronunciation; then, students practice doing the same. The materials state, "This is what the word has. What is the word? (has). The s is pronounced /z/. "Who can use has in a sentence?"

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. In the Level 1 Teacher's Guide, students have several opportunities to 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."
- The materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, the *Grade K Level 1 Teacher's Guide* materials include scripted lessons with opportunities for students to engage in academic communication by verbally responding to comprehension questions about a passage they read. The materials require students to answer the following questions: "Who owns the cab?" "What is Dan's problem?" "Who do you think will solve Dan's problem?" How did Sam fix the hubcap?" and "How does Dan feel about the fixed cab?" In the "Leveled" teachers guide, there is guidance in the early steps that allow for some communication within the small group, and in "Step 10," there is guidance for having students speak within the group. Using the ten steps of the lesson allows for multiple different purposes for communicating revolving around lesson content. There is no evidence of supporting students collaborating with partners. The materials do not include opportunities for students to engage in social communication for different purposes and audiences.

Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (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, in the *Grade K Level 1 Teacher's Guide*, the materials include scripted lessons with opportunities for students to engage in discussion and respond, which allows students to make connections and build background knowledge prior to reading. The materials require students to respond to the following questions: "Have you ever seen a red ant?" "What do you think Jan will do if she catches the ant?" Each lesson provides "Step 6 Reading Comprehension." In this step, there is a discussion about a passage that has been read independently. Some of the lessons include a graphic organizer for the information gathered from the text. There is some discussion that happens prior to reading the passages. While there are opportunities for students to respond and engage in some discussions there is no evidence found showing students asking questions.
- In the Level 1 Teacher's Guide, each lesson provides "Step 6 Reading Comprehension." In this step, there is a discussion about a passage that has been read independently. Some of the lessons include a graphic organizer for the information gathered from the text. There is some discussion that happens prior to reading the passages. While there are opportunities for students to respond and engage in some discussions there is no evidence found showing students asking questions.

Foundational Skills

5.C.1	Alphabet Knowledge (K only)	20/24
5.C.1a	Materials include a systematic sequence for introducing letter names and their corresponding sounds. (PR 2.A.1)	2/2
5.C.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)	4/6
5.C.1c	Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)	2/4
5.C.1d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)	12/12

The materials include a systematic sequence for introducing letter names and their corresponding sounds. Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (lowercase) and their corresponding sounds. Materials do not include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (uppercase). Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 lowercase letters of the alphabet. Materials do not include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 uppercase letters of the alphabet. Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print.

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing letter names and their corresponding sounds.

- The *Sounds Sensible Teacher's Guide* explains that "each letter is introduced in the order of how the sound of that letter is produced." Easier sounds to articulate are covered first, followed by more difficult sounds to produce. For example, the letters considered Stops, or sounds that "are produced by completely stopping the airflow, are introduced first. These letters include "Lesson 1 Letter p," "Lesson 2 Letter b," "Lesson 3 Letter t," "Lesson 4 Letter d," "Lesson 5 Letters c and k," and "Lesson 6 Letter g". Next, fricatives, or sounds "produced with a constriction of the airflow," are introduced. *Lessons 7–10* include the letters f, v, s, and z. The last four lessons include "liquids," or sounds that are "formed differently by the individuals who articulate them, and include letters l and r, the sounds of x, and the voiced letter y.

- In the *Sound Sensible Teacher's Guide*, the "Scope and Sequence" explains the systematic approach used to determine the order in which the letters and sounds are taught. The materials state, "Instruction is organized by letter or concept. Each letter is introduced in the order of how the letter-sound is produced. Easier sounds to articulate are taught first, followed by more difficult sounds." For example, it states, "Instruction is organized by letter and concept. Each letter is introduced in the order of how the sound of that letter is produced. Easier sounds to articulate are taught first, followed by more difficult sounds".
- The *Level 1 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." The *Level 1 Teacher's Guide* introduces the vowels e, i, o, and u by teaching them short sounds. The lessons follow the ten lesson steps instead of the five steps in the *Sounds Sensible Teacher's Guide*. In addition, *Level 1* builds upon the *Sound Sensible Unit*, adding vowels to their consonant sound knowledge base. While the order does have a system, it is not the most efficient order for decoding since vowels are not added until after *Lesson 16*, the *Sound Sensible Unit* and only the vowel a is introduced.

Materials include guidance for the teacher to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)

- The *Sounds Sensible Teacher's Guide* includes guidance for the teacher to provide explicit instruction for teaching and developing student automaticity in the identification of the 26 letters of the lowercase alphabet and their corresponding sounds. It explains, "Each letter is presented in an Introductory Lesson, followed by two Reinforcing Lessons." Reinforcing Lesson a "reviews all previous lessons to ensure student retention and continued development of phonics skills." Reinforcing Lesson b "is an optional review, mainly focused on the letter just taught, for those students still struggling to master the concept." Teachers are given guidance to provide explicit instruction to assist in developing students' automaticity in identifying the 26 letters in this *Sounds Sensible Level*. Each Lesson contains five steps, with "Step 4 being Phoneme-Grapheme Relationships". This step is 10–15 minutes daily and focuses on individual letters and sounds. For example, Step 4 in "Lesson 1, Introducing the Letter p" instructs the teacher to "Hold up Phonogram Card p." Teachers are then instructed to say, "The name of this letter is p. What is the name of the letter? Yes, it is p." Students repeat the letter several times before the teacher is instructed to say, "The keyword for p is pat. p (letter name, pat (keyword), /p/ (sound)." In the same Lesson 1, Step 4, the students are guided to learn to print the letter p. Teachers are directed to "Display Phonogram Card p. Point to the letter," and say, "What is the name of this letter? Yes, the letter's name is p. What sound does it make? Yes, p makes the sound /p/. The guidance continues to walk teachers through what they say and do to teach students how to correctly form the lowercase letter p.
- In the *Sounds Sensible Teacher's Guide*, each lesson begins with three steps of phonological awareness activities followed by instructions on phoneme-grapheme relationships and then dictation. The paragraph introducing the "Five Steps of a Lesson" states, "The steps and activities within each provide a variety of multisensory opportunities for learning and

practice." The lesson includes letter cards that introduce the letter, the "keyword," and a picture that goes with each letter. In the *Sounds Sensible Teacher's Guide*, there is explicit instruction on introducing the letter, the corresponding sound, and letter formation. The letter cards (both big cards and the smaller cards) have upper and lower case letters with the keyword and the word spelled at the bottom of the card in lower case letters. In the "Appendix" of the *Sounds Sensible Teacher's Guide*, the upper case letters are shown with instructions for how to teach letter formation. The letter q is purposefully not taught in kindergarten since it is taught as qu in second.

- In the *Sound Sensible Teacher's Guide*, there is a section titled "Five Steps of a Lesson" that breaks down the reasoning behind the five steps found in each Lesson. In step 4, it states, "Students learn and review 20 consonants and the vowel a as they progress through the program. (The letter q is the only consonant not taught because it requires the vowel u, to which students have not yet been introduced.)" The qu combination is not covered until grade 1 level 2.

Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase)). (PR 2.A & 2.A.3) (T)

- Materials include guidance for teachers to provide explicit instruction to students on how to form the lowercase 26 letters of the alphabet throughout each of the lessons in *Sounds Sensible Teacher's Guide*. Within *Step 4*, there is a "Letter Formation" section that directly guides teachers on how to instruct students. For example, in *Introductory Lesson 3*, Introduce Letter T, the script teachers can use is bolded, and the actions the teachers should take are in plain text. Teachers are directed to say, "Now you can learn how to print the letter t," while showing the *Phonogram Card /t/* and pointing to the letter. The teacher is then guided to review the sound /t/ makes, and show students how to write the lowercase letter t on the *Traffic Light Handwriting Chart*. Teachers say, "There are the lines we will use to learn how to print the letter t. The little letter t begins at the red line at the top." The teacher is then guided to model how the letter t is formed, allowing students to trace the model and practice making the letter independently.
- In the *Sounds Sensible Teacher's Guide*, each lesson has a step titled "phoneme-grapheme relationship" and "dictation." Within these two steps, the letter is introduced, and then direct instruction is given for lowercase letter formation. The paragraph introducing the "Five Steps of a Lesson" states, "The steps and activities within each provide a variety of multisensory opportunities for learning and practice." The lesson includes using letter cards that introduce the letter and the "keyword" and the picture that goes with each letter. In the *Sounds Sensible Teacher's Guide*, there is explicit instruction on introducing the letter, the corresponding sound, and letter formation. The letter cards (both big cards and the smaller cards) have upper and lower case letters with the keyword and the word spelled at the bottom of the card in lower case letters.
- *Grade K Sounds Sensible Teacher's Guide* includes a rationale and guidance for handwriting instruction within the "Five Steps of a Lesson" section. The "Step 4: Phoneme Grapheme Relationships" section states that "as they learn each letter and its sound, students learn how

to form the letter, through explicit, multisensory instruction'. Step 4 of every Sound Sensible lesson has a section on letter formation. In this section, instruction on proper letter formation is provided. The teacher begins by modeling and talking to students through the steps to follow each letter properly. Students are provided opportunities to trace and practice letter formation as well. The materials state, "After students have finished tracing the model letter, print the letter again on the chart paper and repeat your directions...Then, when students are ready, have them make the letter p on their own, without referring to the model."

Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)

- Grade K *Sounds Sensible Teacher Guide* includes a variety of activities and resources for students to develop, practice, and reinforce alphabet knowledge in isolation. At the beginning of the guide within the "Sounds Sensible Workbook" section it showcases the activities students have the opportunity to engage in. These activities include multi-sensory activities such as "thumbs up, thumbs down," "Phoneme Segmentation," and "Sound Tap Sheets." All of these practices have students engaging in practices in isolation.
- Grade K *Sounds Sensible Teacher Guide* includes a variety of activities and resources for students to develop, practice, and reinforce alphabet knowledge in meaningful print. Students engage in practices within context on "Dictation Pages."
- Grade K *Sounds Sensible Teacher Guide* includes a variety of activities and resources for students to develop, practice, and reinforce alphabet knowledge through cumulative review. Each lesson follows a five-step routine and the last two steps focus on phonics and alphabetic knowledge. Step 4 teaches or reviews a letter and its sound in isolation. The lesson then provides opportunities to practice identifying the letter through various activities such as Bingo, Go Fish, letter formation practice and sound identification pages. As students move through the curriculum, step 4 builds in cumulative review to reinforce previously taught sounds/letters.
- In the *Sounds Sensible Teacher's Guide* each lesson begins with three steps of "phonological awareness" activities followed by instruction on "phoneme-grapheme" relationships and then dictation. The paragraph introducing the "Five Steps of a Lesson" states, "The steps and activities within each provide a variety of multisensory opportunities for learning and practice." The lesson includes using letter cards that introduce the letter, the "keyword," and the picture that goes with each letter. In the *Sounds Sensible Teacher's Guide*, there is explicit instruction on introducing the letter, the corresponding sound, and letter formation. The letter cards (both big cards and the smaller cards) have upper and lower case letters with the keyword and the word spelled at the bottom of the card in lower case letters. In "The appendix" of the *Sounds Sensible Teacher's Guide*, the upper case letters are shown with instructions for how to teach letter formation.
- In the *Sounds Sensible Teacher's Guide* each lesson begins with three steps of phonological awareness activities followed by instruction on phoneme-grapheme relationships and then dictation. The paragraph introducing the "Five Steps of a Lesson" states, "The steps and

activities within each provide a variety of multisensory opportunities for learning and practice." The lesson includes using letter cards that introduce the letter and the "keyword" and the picture that goes with each letter. In the Sounds Sensible Teacher's Guide, there is explicit instruction on introducing the letter, the corresponding sound, and letter formation. The letter cards (both big cards and the smaller cards) have upper and lower case letters with the keyword and the word spelled at the bottom of the card in lower case letters. In the "Appendix" of the Sounds Sensible Teacher's Guide, the upper case letters are shown with instructions on how to teach letter formation.

Foundational Skills

5.C.2	Letter-Sound Correspondence	18/18
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)	12/12

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. program begins with the Sounds Sensible lessons that introduce letters and sounds. All consonants, except for q, are introduced at this initial level, and the vowel short a is introduced in Lesson 17. Level 1 introduces all the short vowel sounds, blends, sh, ch, th, wh, and ending sounds ang, ing, ong, ung, ank, ink, onk, and unk. Level 2 introduces ff, ll, ss, al, wa, qu, ck, tch, q-e, i-e, o-e, u-e, e-e, and vowel -se. Level 3 introduces open syllables, exceptions, ay, -ed, suffixes, twin-consonant syllable division, non-twin-consonant syllable division, ou, and prefix a-. Each lesson follows a ten-step routine that allows for decoding and encoding.
- The *Grade K Sounds Sensible Teacher's Guide* introduces letter-sound relationships in a specific order. The order's rationale is stated at the beginning of the book in the "Scope and Sequence" section. It states, "Instruction is organized by letter and concept. Each letter is introduced in the order of how the sound of that letter is produced. Easier sounds to articulate are taught first, followed by more difficult sounds." This guide does not introduce any vowel letters and sounds until "Introductory Lesson 17"; therefore, students are not able to apply even the basic skills of decoding and encoding until the middle to end of the guide. The progression of the letters and sounds taught continues with explicit Instruction on short

vowels and the continuation of learning some simple digraphs and short vowel word endings. With the newly formed knowledge, students can practice basic encoding and decoding skills.

- In the *Level 1 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. The sequencing of the letters does not allow students to encode any words until "Level 1." Each lesson follows a five-step cycle that provides the teacher with a script to follow and other examples to use during the lesson, such as "I am going to say two words: pot, pat." This is followed by teacher guidance on what to expect from the students. In the *Level 1 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.

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 K Sound Sensible Teacher's Guide* provides feedback based on the common student error of adding extra sounds to the letter p. The materials state, "Be careful not to put a vowel sound after the letter-sounds. It is important to make the sound of p without the schwa sound at the end..."
 - In the *Grade K Level 1 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 3 wa teaches the sound for the wa letter team. Depending on the regional dialect, the vowel sound in wa can also be taught." 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 *Grade K Level 1 Teacher's Guide* provides explanatory feedback for the instructor to ensure that the sound for /wh/ is pronounced correctly. It gives students corrective feedback examples if they incorrectly produce the sound. For example, In the *Level 1 Teacher's Guide*, there is explicit instruction for connecting phonemes to make words in the "Word Building step." One example is "Letters blend to make words. Every word has a vowel sound. We will build words using the letters you know and the vowel sound a. Say bat. (bat) In the word bat, you hear the sounds /b/, /a/, /t/."
 - In *Introductory Lesson 2* of the *Level 1 Teacher's Guide*, the materials provide information to the teacher to help combat the common misconception students have regarding the sounds of the letters i and e. The materials state, "Lesson 2 Short i introduces students to the concept of the short vowel i. For many students, /i/ is a difficult sound to learn. Some students confuse /i/ with /e/, as the two sounds are made with similar mouth positions."
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Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3)

(S)

- The *Grade K Level 1 Teacher's Guide* directly and explicitly introduces letter-sound relationships in a specific order. The progression of the letters and sounds taught continues with the explicit instruction with short vowels and the continuation of learning some simple digraphs and short vowel word endings. Students can practice basic encoding and decoding skills with the newly formed knowledge. The lessons utilize "letter cards," "word cards," "whiteboards," "letter markers," "worksheets," "finger motions," "modeling," "decodable readers," "graphic organizers," and "dictation recording sheets." The teacher is also instructed to use writing, manipulatives, hand motions, repeating, and listening for phonological awareness. The teacher is also instructed to use "writing," "manipulatives," "hand motions," "repeating," and "listening for phonological awareness."
- 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 kindergarten-level lesson, there are passages to read at the beginning.
- In the *Level 1 Teacher's Guide Step 4* is always Decoding and Sentence Reading. This step allows students to practice reading decodable words in isolation and context. The materials state, "Put your finger under the first word and say it aloud. (bit) Underline the vowel i. What sound does /i/ make? (/i/) Put your finger under the first letter in the word. Point to each letter and say its sounds. (/b/ /i/ /t/) Go back to the beginning of the word and glide your finger under it, saying it fast. (bit)" In the *Level 1 Teacher's Guide, Step 6* is always "Reading Comprehension." This step allows students to practice reading decodable words in context. For example, in *Reinforcing Lessons 14–17C*, students are asked to read a passage from their workbook titled "The Ink Spot." 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.

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 K Sounds Sensible Teacher's Guide* includes a "Scope and Sequence" guide that explains the order in which sounds are taught and the method of progression. The "Instructional Cards" are used within each lesson to support student's progression within the program. These cards include sequential activities such as "Introduction to Rhyme, Matching Rhyme, Rhyme Categorization, Onset and Rhyme, Phonogram, Beginning Sounds, Ending Sounds, and Picture-Word Match ." Though these skills show a natural progression from starting with smaller units to larger units of sounds, The guide states, "The activities in each

lesson are presented in order of difficulty and help students develop their understanding and awareness of rhyming sounds." The *Grade K Level 1 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, altogether using no more than ten words." These activities include "rhyming," "sound categorization," "rhyme categorization," "blending," and "segmentation." These activities start simply and progress naturally to more complex activities. 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 *Sounds Sensible Teacher's Guide*, each lesson has a "Listening" step for students to do a "Word Comparison." The "Listening" step states, "The activity's objective is to focus students' attention on sounds in words to develop students' ability to make sound distinctions by identifying whether two spoken words are the same or different." The material's phonological awareness lessons start with simple phonological awareness (i.e., rhyming, syllable, onset-rime) awareness activities and gradually transition to more complex activities. For example, in the *Sounds Sensible Teacher's Guide*, the text explains that "The activities in each lesson are presented in order of difficulty, and help students develop their understanding and awareness of rhyming sounds." A similar progression can be found within Step 3: Segmentation portion of each lesson, starting with "sentence segmentation" and progressing all the way to "phoneme segmentation" and "word segmentation" with deletions.

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 K Sounds Sensible Teacher's Guide* includes direct and explicit instruction for teaching Phonological Skills but doesn't include recommended explanatory feedback. Within the lessons are instructions for teachers when addressing common errors for students. For example, in "Reinforcing Lesson 1a: Review Letter p," in "Step 4," the guide states, "If students make errors, have them repeat the word, say the beginning sound, and say the letter name." For example, In the *Sounds Sensible Teacher's Guide*, the phonological awareness skills are taught in the first three steps of each lesson. Evidence from the "Segmentation" part of the lesson guides teachers: "An alternative way to do this activity is to give each student five squares of paper." The feedback does not concern the actual phonological awareness.
- The *Grade K Level 1 Teacher's Guide* includes direct and explicit instruction of "phonological skills" within each step of the provided lessons but does not include recommended explanatory feedback. At the front of the book is a section called "The SPIRE 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*. Each lesson in the *Sounds Sensible Teacher's Guide* has multiple phonological awareness components. For example, "Step 1" is always a listening activity on word comparison skills; Step 2 is a rhyming activity, and "Step 3"

involves segmentation skills. While these materials provide direct and explicit instruction, there is no evidence of common errors or misconceptions.

- In the *Sounds Sensible Teacher's Guide* in "Lesson 21" in the "Rhyming Step 2," the teacher is given guidance at the end of the lessons stating, "If students have difficulty providing words that rhyme, help them identify with the word rime, and then consider other sounds they can use for the onset to create a rhyming word." The lessons include specific and precise terms, phrasing, and statements for teachers to use during instruction. For example, in the *Level 1 Teacher's Guide*, the script states, "Say cat. (cat) Say a word that rhymes with cat. (Sample answers: mat, hat, sat, bat, fat) Repeat the activity with the words map, pan, mad, and last. 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. For example, the *Grade K Sounds Sensible Teacher's Guide* includes "The 5 Steps of a Lesson." Within this section, the rationale discusses the modalities of how instruction is delivered. The guide states, "Visual, auditory, and kinesthetic strategies are incorporated into games and teacher-led instruction to support students' identification of the letters and their sounds, as well as the beginning and ending sounds of words." 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 K Level 1 Teacher's Guide* includes a section at the beginning of the guide called "The S.P.I.R.E. 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. One example from the script states, "Say cat. (cat) Say a word that rhymes with cat. (Sample answers: mat, hat, sat, bat, fat) Repeat the activity with the words map, pan, mad, and last. The *Sounds Sensible Teacher's Guide* students utilize a "Rhymes Mat," the lessons have picture cards to represent words. Students utilize the tools to match rhyming words and "Onset and Rime." Students also have a "Student Manipulative Kit" that is often utilized using colored disks that represent sounds. For example, the *Level 1 Teacher's Guide Reinforcing Lesson 1a* has two phonological awareness activities. One example from the script states, "Say cat. (cat) Say a word that rhymes with cat. (Sample answers: mat, hat, sat, bat, fat) Repeat the activity with the words map, pan, mad, and last.

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)

- Grade K *Level 1 Teacher's Guide* has a systematic sequence for introducing Phonemic Awareness activities. These skills start at the most basic such as "auditory rhyming identification" and move to more complex skills such as "word segmentation." In the *Sounds Sensible Teacher's Guide*, the lessons begin with segmenting words within a sentence. In lesson 4 students move to segmenting compound words. In lesson 6 students are asked to delete parts of a compound word when segmenting. In lesson 8 students begin syllable segmentation and then progress to deleting specific syllables in the word. In lesson 16 students begin segmenting sounds within words by using chips to represent the sounds. In lesson 20 students are asked to delete the initial sound within a word.
- *The Grade K SPIRE* curriculum components include planned and purposeful practice of Phonemic Skills that progress in complexity as students move through the lessons within the

guide. Phonemic skills are practiced through explicit instruction, manipulative kits, and decodable texts. Level 1 Teacher 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 1 Teacher's Guide*, the materials provide a systematic sequence for progressing from sound identification to phoneme segmentation. In Lesson 1, the materials state, "Close your eyes. I will say a word. Repeat the word, and raise your hand if you hear the /a/ sound. The first word is hat. Do you hear the /a/ sound in /hat/? (yes) "So you should raise your hand." 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." In the *Level 1 Teacher Guide Step 2: Phonological Awareness*, students are asked to manipulate phonemes by substituting phonemes. This goes beyond the scope of expectations outlined in the TEKS. In *Lesson 1c*, the materials state, "Say hat. (hat) Repeat hat, but this time, instead of /h/, say /s/. (sat) Say lad. (lad) Say lad again, but instead of /l/, say /m/. (mad)"

- *Grade K Level 1 Teacher 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." In lesson 12, students start segmenting phonemes by listening to sounds and moving a chip to represent the sound. The sounds are not sounds within a word, just independent letter-sounds. In lesson 16, students begin segmenting sounds within words using chips to represent the sounds. In lesson 20, students are asked to delete the initial sound within a word. In the TEKS, phoneme manipulation should be introduced in 1st grade.
- In the *Level 1 Teacher's Guide*, students begin segmenting phonemes in a word and using their fingers to represent the different phonemes. The segmenting of the words follows the pattern of the vowels taught in the lesson. Words are CVC, and students segment words that have that particular vowel based on the lesson. Starting in "Reinforcing Lesson 3a: short o," students are asked to substitute vowel sounds to make new words. In the TEKS, phoneme manipulation should be introduced in 1st grade.

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

- The materials do not include explanatory feedback for student misconceptions and errors, specifically for "Phonemic Awareness." In the *Level 1 Teacher's Guide*, the materials provide explicit and systematic scripted instruction in phonemic awareness. The materials state, "Close your eyes. I will say a word. Repeat a word, and if you hear the /i/ sound, raise your hand. The first word is hit. Do you hear the /i/ sound in /hit/? (yes) So, you should raise your hand." While the materials include scripted explicit instruction, they do not include explanatory feedback to support teachers' instruction on specific topics.
- The *Grade K Level 1 Teacher's Guide* includes an explanation and rationale for the "Student Manipulatives Kit" used within 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 K 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 1 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. Model the activity on the board or table. Say hat. (hat) Let's see how many sounds we hear in hat. Let's say the first sound and bring a white circle down as we say it: /h/. (/h/) Bring down a white circle..." While the materials include scripted explicit instruction, they do not include explanatory feedback to support teachers' instruction on specific topics.
- In the *Sounds Sensible Teacher's Guide*, under "Step 3 Segmentation," teachers are given scripted lessons, including what interaction to expect from students during the lesson. This teacher's guide has a section at the end of the step that gives teachers an alternative way to present the information - "An alternative way to do this activity is to give each student five small squares of paper." This same paragraph is repeated in multiple lessons. The paragraph is not specific to that particular lesson.

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 K Level 1 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 1 Guide" support students in transitioning from oral spelling language activities to basic encoding activities. The *Level 1 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 1*, the materials state, "In this step, students segment the sounds in the word using their hands. Then, they use the Small Letter Set from their Manipulatives Kit to build words. Say hit. (hit) Let's sound out hit using our fingers..." 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 *Sounds Sensible Teacher's Guide*, students practice "Step 3 Segmentation" daily. Students segment sentences and gradually progress to segmenting using only letters. Students use tokens as markers to move, representing each sound/word that they hear. In the *Level 1 Teacher's Guide*, "Step 2 Phonological Awareness," students practice phonological skills daily, such as rhyming. In "Step 3, Word Building," students segment the sounds within words and blend them to say the complete word.

- The *Level 1 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 2*, the materials state, "In this step, students segment the sounds in the word using their hands. Then, they use the Small Letter Set from their Manipulatives Kit to build words. Say slip. (slip) How many sounds do you hear in the word slip?... What letter makes the /s/ 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.

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 *Level 1 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 2b*, 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 K Sounds Sensible Teacher's Guide* includes "The 5 Steps of a Lesson." Within this section, the rationale discusses the modalities of how instruction is delivered. The guide states, "Visual, auditory, and kinesthetic strategies are incorporated into games and teacher-led instruction to support students' identification of the letters and their sounds, as well as the beginning and ending sounds of words." These modalities are evidence of multiple strategies used within this guide to increase student memory. In the *Level 1 Teacher's Guide*, students practice their phonological awareness before practicing identifying phonemes within a word. Students use their fingers or tokens to represent the sounds of each phoneme. The tokens are provided in the "Student Manipulative Kit."
- The *Grade K Level 1 Teacher's Guide* includes a section at the beginning of the guide called "The SPIRE Lessons." Within this section, there is a rationale and explanation for the types of learning modalities used in 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."

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 and do not include 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 1 begins with the short vowel sounds a, i, o, u, and e. The lessons then move to sh, ch, th, and wh. The level concludes with ang, ing, ong, ung, ank, ink, ink, and punk. The *Grade K Level 1 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 using the CVC, CVCC, and CCVC patterns. The materials have a systematic approach to introducing sound-spelling patterns that match the TEKS.
- The *Grade K Sounds Sensible Teacher's Guide* includes a "Scope and Sequence" guide that explains the order in which sounds are taught and the method of progression. Students first learn letters categorized with "stops" sounds and then move on to more advanced sounds such as "fricatives," and toward the middle to end of the book are taught the short vowel

sound for "a." Students can begin spelling simple CVC words and move on to more complex words such as CVCC. The materials have a systematic approach to introducing sound-spelling patterns that match the TEKS. In the *Sounds Sensible Teacher's Guide*, students are introduced to the short a letter-sound and can begin making simple CVC words. In the *Level 1 Teacher's Guide*, students are introduced to the rest of the vowel sounds and are now making many CVC words. By the end of the level, students will use blends and word families to build CCVC and CVCC words.

- The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. For example, the *Grade K Teacher's Guide* begins by teaching individual letters based on the sounds that are easier to articulate. Then, after lesson 17 in the *Sounds Sensible Teacher's Guide*, students learn the vowel sound for short a and begin creating CVC words. 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 1 Teacher's Guide*, students learn the short vowel sounds and begin creating CVC words, then move from CVC words to CVC with digraphs and CVC words.

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 1, Reinforcing Lesson 2d: Short I, Step 3: Word Building*, teachers are guided to say, "Say trim. How many sounds do you hear in the word trim? We hear four sounds in the word trim. The *Grade K Level 1 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 the *Sounds Sensible Teacher's Guide* in "Steps 4 Phoneme-Grapheme Relationships and Step 5 Dictation," students practice letters with their corresponding sounds. The teacher introduces each new letter by showing a new phonogram card, having students identify the letter, and practicing making the sound. There is also a spiral review of the phonogram cards previously taught. In the following step, students practice listening to a sound and writing the letter that makes that particular sound. There is also a spiraling of previous letters for students to continue to practice. Each lesson has a part called "Step 5: Dictation." Before the teacher begins giving teaching instructions to students, there is an italicized print that gives teachers specific guidance on how to introduce the particular 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 terms, phrasing, and statements teachers can use during core instruction. For example, in the *Sounds Sensible Teacher's Guide*, the materials state, " Hold

up the Phonogram Card p. The letter name of this letter is p. What is the name of this letter? Yes, it is p. Have students repeat the letter name several times. The keyword for p is pat." For example, the *Level 1 Teacher's Guide* materials state, "Today you will learn a new sound. The name of this letter is a. What is the name of this letter? (a) The letter a is a vowel. Every word has a vowel sound."

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 K Sounds Sensible Teacher's Guide* includes a variety of 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 with artifacts such as the "traffic light spelling page," "oral sound dictations," and "written dictation." Students begin spelling sounds with just consonants and then progress to spelling CVC words after lesson 17, when the letter a is introduced. The materials include activities for students to review, practice, and reinforce their knowledge of grade-level sound-spelling patterns. For example, the *Level 1 Teacher's Guide* materials develop students' understanding of sound-spelling patterns through explicit instruction: "Today you will learn a new sound. The name of this letter is i. What is the name of this letter? (i) The letter i is a vowel. Every word has a vowel sound." 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 1 Workbook*.
- The *Grade K Level 1 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 1 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 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. At each level, workbook pages 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 K Level 1 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 "SPIRE 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."
- The materials provide a variety of activities and resources to decode and encode words in isolation. For example, in the *Level 1 Teacher's Guide*, the materials provide various opportunities, including word-building and reading activities. These activities can be found in "Step 3: Word Building" and "Step 4: Decoding and Sentence Reading." For example, in the *Level 1 Workbook*, the materials provide students with decodable fluency passages and sentences to read words in context. The materials also provide a *Lesson Dictation Paper* where students complete sentence dictations with each lesson, allowing students to encode in context.
- 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. At each level, workbook pages 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 K Level 1 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."

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 1, Introductory Lesson 1*, short a, decodable, "high-frequency words are introduced, such as had, ran, man, can, and at. The words then 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 of, 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 1 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 K Level 1 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."
- In *Level 1 Teacher's Guide*, students are introduced to sight words and told they are on red cards because they need to "stop and do not sound it out." They make the connection to a red light in traffic. They begin by learning the, is, and a. The "Reinforcing" lessons are where the sight word cards are introduced and practiced. The yellow decodable word cards represent decodable words that are less frequently used. The *Grade K Level 1 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.

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 1, Introductory Lesson 1, Step 1: Phonogram Cards*, teachers are directed to "Display Sight Word Card 107" and say, "This is the word has. What is the word? (has). The s is pronounced /z/ instead of /s/. Who can use has in a sentence?" Regular high-frequency words are used in the other components of the lesson, such as word building, decoding, and sentence building, as well as spelling, spelling, and sentence dictation.
- In the *Level 1 Teacher's Guide*, there is guidance on instruction for decoding high-frequency words. The materials state, "You have read the word when you read and write sentences. This is on a red card because you cannot sound it out. Remember, red means "stop." Do not sound it out. Just as you must stop when you see a red traffic light, you must stop when you see a word on a red card. Try to remember the word. If you cannot remember the word, ask an adult to tell you the word." The guidance does not provide explicit instruction on strategies to tackle irregular words, such as: some parts are decodable while others have to be memorized. They simply ask students to memorize irregular words. In the *Level 1 Teacher's Guide*, there is guidance on instruction for decoding high-frequency words. The materials state, "This is what the word has. What is the word? (has) The s is pronounced /z/ instead of /s/." The guidance does not provide explicit instruction on strategies to tackle irregular words, such as some

parts are decodable while others have to be memorized. They simply ask students to memorize irregular words.

- The *Grade K Level 1 Teacher's Guide* within each lesson's "Phonogram Cards" section includes a bold print indicating the explicit script teachers should follow when introducing students to new high-frequency words. For example, in "Reinforcing Lesson 1a: Short an," it states, "This is the word has. What is the word? (has) The s is pronounced /z/ instead of /s/." This gives explicit instruction to students on how to decode irregular words. The materials do not explicitly instruct how to encode high-frequency words but only provide practice encoding activities without explicit instructions. The *Grade K Level 1 Teacher's Guide* within each lesson's "Phonogram Cards" section includes a bold print indicating the explicit script teachers should follow when introducing students to new high-frequency words. The teacher is given guidance on explicitly introducing students to new high-frequency words and how to decode high-frequency words.

Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (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 1*, lessons incorporate *Word Cards* to practice decoding. The word cards are separated by colors to indicate decodable words (green and yellow), such as had, ran, and, shut, spring, and bank, and "Sight Words" (red), which include words such as of, who, you, what, and said. 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 3a: Short o*, students are asked to spell soft, dog, fast, hit, sat, on, not, had, land, and got. Also, in the same lesson, students write dictated sentences such as "The dog ran fast" and "The cat got on the man's lap."
- The *Grade K Level 1 Teacher's Guide* within each lesson's "Phonogram Cards" section includes a bold print indicating the explicit script teachers should follow when introducing students to new high-frequency words. For example, in "Reinforcing Lesson 1a: Short an," it states, "This is the word has. What is the word? (has) The s is pronounced /z/ instead of /s/." This gives explicit instruction to students on how to decode irregular words. The teacher is given guidance on explicitly introducing students to new high-frequency words and decoding high-frequency words. Still, the materials do not provide explicit instructions on how to teach students to encode high-frequency words.
- In the *Level 1 Teacher's Guide*, students are taught sight words in the "Reinforcement" lessons. The sight words correlate to the lesson; for example, for the ll, ss, and ff rules, the sight word used was full. 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. Students can read the words in isolation and sentences in the student workbook. They use the words to complete sentences and to read them in word finds. They also reinforce the skills in the dictation portion of the lessons. The encoding of these words happens in the sentence dictation portion of the lesson, but there is no evidence of direct teacher instruction for the encoding.

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

- The materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize and read high-frequency words in isolation (e.g., word cards) and in connected text (e.g., within sentences or decodable texts). For example, in the Level 1 Word Cards set, students read and recognize words in isolation, including if, six, it, top, got, box, not, and on. In *Reinforcing Lesson 2b: Short i, Step 4: Decoding and Sentence Reading*, students read the sentences, "Tim bit his lip," "The cat has a tag," and "The rat is in the tin can." 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 lift, tap, milk, sand, pan, can, plan, and sift.
- The *Level 1 Workbook* includes activities and resources to support teachers in developing, practicing, and reinforcing students' ability to decode regular and irregular high-frequency words. One example in the materials is the fluency passage page, which allows students to practice decoding the focus phonics skill and the high-frequency words taught in context. In the *Level 1 Teacher's Guide*, there are activities and resources to support teachers in allowing students to write both regular and irregular high-frequency words in the context of sentences. 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 cat ran." Each sentence includes both the high-frequency words taught in that lesson and the focus phonics skill taught in that lesson.
- The *Grade K Level 1 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 *Grade K Level 1 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." *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.

Foundational Skills

5.E.3	Decoding and Encoding One-Syllable or Multisyllabic Words	12/12
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)	N/A
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)	N/A
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)	N/A

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

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)

- This guidance is not applicable to the grade level.

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)

- This guidance is not applicable to the grade level.

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 practice and reinforce skills to decode 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).

- The materials include a variety of activities and resources to practice and reinforce skills to decode words. For example, in the Level 1 Teachers Guide steps 4 and 6 of each lesson students are required to decode words that follow the phonics skill in isolation, then again in context through sentences. Students then practice and reinforce these skills when reading their decodable readers including a cumulative review of previously taught skills that are integrated throughout the story.
- The materials include various activities and resources for students to practice and reinforce skills to encode one-syllable words. In the *Sounds Sensible Teacher's Guide*, the "Student Workbook" has pages with pictures to represent the letters, and the students are taught to practice finding the pictures that start with a specific letter sound. There are also pages where students practice dictation writing. The first half of the book is letter dictation, and after lesson 17, the dictation becomes words. There are resources for practicing and reinforcing decoding within the workbook and in the decodable readers. In the *Level 1 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 *Level 1 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, but the teacher does not explicitly state that the vowels are long or short based on whether they are open or closed.
- 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.

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)

- This guidance bullet is not applicable to the grade level.