

IMRA Review Cycle 2024 Report

Publisher Name	Program Name
Heggerty, Literacy Resources LLC	Bridge to Reading Foundational Skills
Subject	Grade Level
English Phonics	2

Texas Essential Knowledge and Skills (TEKS) Coverage: **100%**
English Language Proficiency Standards (ELPS) Coverage: **N/A**
Quality Review Overall Score: **285 / 340**

IMRA Reviewers

Flags for Suitability Noncompliance

N/A

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

Flags for Suitability Compliance

N/A

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

Alleged Factual Errors

N/A

Public Feedback

Flags for Suitability Noncompliance

N/A

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

Alleged Factual Errors

N/A

Public Comments

N/A

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	52 / 53
2. Progress Monitoring	22 / 28
3. Support for All Learners	31 / 32
4. Phonics Rule Compliance	21 / 36
5. Foundational Skills	159 / 191

Strengths

- 1.1 Course-Level Design: Materials adhere to TEKS, ELPS, concepts, and knowledge taught. They apply appropriate pacing while providing explanations for concepts, guiding for lesson internalization, and including resources to support administrators.
- 1.3 Lesson-Level Design: Material support educators in effective implementation through intentional lesson-level design.
- 2.2 Data analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret track their growth.
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabulary and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and

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

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

Challenges

- 1.2 Unit-Level Design: Materials do not include comprehensive unit overviews that provide the academic vocabulary necessary to effectively teach the concepts in the unit.
- 2.1 Instructional Assessments: Materials lack teacher guidance for accurate assessment administration. Diagnostic, formative, and summative assessments are not aligned to the TEKS. Instructional assessment items are not standards-aligned.
- 3.3 Support for Emergent Bilingual Students: Materials provide teacher guidance for linguistic accommodations at the beginning level but not language proficiency levels, as defined by the ELPS.
- 4.2 Daily Instructional Sequence and Routines: Daily lessons lack opportunities for immediate corrective

feedback and a variety of opportunities for collaborative or independent practice.

- 4.4 Assessment: Materials do not provide a variety developmentally appropriate assessment tools, systematic progress monitoring, or year-long assessment opportunities aligned to grade-level phonics skills.
- 4.5 Progress Monitoring and Student Support: Materials do not offer data-management tools for tracking individual and whole-class progress.
- 5.B.1 Oral Language Development: Materials lack explicit, systematic guidance for developing oral language and oracy through methods like modeling, guided practice, and feedback. They also do not provide opportunities for social communication, asking questions, or sharing ideas for different purposes and audiences.
- 5.C.2 Letter-Sound Correspondence: Materials do not explicitly and systematically introduce letter-sound relationships.
- 5.D.1 Phonological Awareness: Materials do not provide a systematic sequence for introducing phonological awareness.
- 5.D.2 Phonemic Awareness: The materials do not provide a systematic sequence for introducing phonemic awareness and a variety of resources for skill development, practice, and reinforcement.

Summary

The *Bridge to Reading* curriculum by Heggerty is a foundational literacy skills program for learners in grades K–3. In grade 1, the program provides a structured approach to further develop early literacy skills

attained in grade K while accommodating the diverse needs of all students. The curriculum is organized into 35 weeks of direct and explicit instruction, each comprising five lessons, resulting in a total of 175 lessons. The grade-level appropriate lessons utilize a gradual release of responsibility model that includes warm-up activities, direct instruction with modeling, practice resources, and lesson wrap-ups and extensions.

Campus and district instructional leaders should consider the following:

- As the students transfer from learning to read to reading to learn, the focus of grade 2 materials shifts to understanding and interpreting texts more deeply, with frequent use of student workbooks and paired text.
- While the materials in grade 2 include lesson scripts for teachers to ask students clarifying questions, there aren't many options within the lesson framework for students to ask questions or take ownership of their learning. Teachers will have to embed opportunities and use additional resources for increased student engagement in their lesson plans.

Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- A scope and sequence outlines the concepts and knowledge taught in the course, which is divided into six units and spans 34 weeks of instruction. Each week contains the concepts that will be taught throughout the course. For example, week 17 lists phonics concepts, Red Words, and decodable texts taught.
- The scope and sequence includes alignment between the TEKS, ELPS, and grade 2 content. The document highlights TEKS 2.2Ai, which requires students to produce a series of rhyming words in weeks 1-34.
- The scope and sequence document highlights ELPS C.1 in weeks 1-34. The ELL uses language learning strategies to develop an awareness of his or her own learning processes.

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).

- Materials provide pacing guidance support for varied instructional calendar days. For example, if a school has 165 instructional days, the materials suggest teaching weeks 1-30 and choosing which of the 3 weeks in unit 4 will best meet the students' needs.
- The *Instructional Time* document offers accommodations to teachers if instructional time during the school day is limited, provides planning strategies for time accommodations or constraints, suggests reducing lessons when the reading block is shorter than usual, and provides strategies for teachers to adjust the instructional minutes of each lesson component, if needed. The materials include a sample grade 2 literacy block with examples of using the program as a core or a supplemental program.

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

- The materials include professional development videos from the online platform to understand the rationale behind the order of each unit from 1 to 6.
- The materials explain how the lessons progress throughout the year and provide background knowledge for teachers on the connection between phonics and phonemic awareness. The lesson progression rationale includes The Simple View of Reading which divides reading into two components: word recognition and language comprehension.
- The "I Do" Section of Phonics for week 2 connects to previous lessons. For example, it states, "Yesterday, we worked with some words with short vowel sounds for e and u, and words that end in the double consonants -ss and -ll. Today, we will work with more short e and short u words, but we will learn about two more double consonants."

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

- The introductory section, "Getting Started," overviews the lesson's components, teaching strategies, concepts, and target skills. Teacher resources include the *On-Demand PD* library on the publisher's website, with lesson guidance videos.
- In the teacher materials, the organization of each unit lesson includes lesson component sections labeled explicitly with instructions on what each section means, how to teach it, and what the students will be doing throughout the year. For example, "Chapter 2" of the video says, "I will now walk you through one day of instruction." The video then explains what components are included in the daily lessons. The "Introduction" Section of the digital curriculum offers instructional strategies as guidance for the overall unit. For example, "In some lessons, children use syllable boards to divide multisyllabic words into their syllables."
- The *Instructional Time Guide* provides teachers with more information on delivering content and best practices for each lesson. For example, it guides teachers on how to make each lesson explicit, e.g. (reducing the number of words for each Phonemic Awareness activity or moving the jump-out activity at the end of the school day to review concepts taught). The

program also provides Phonemic Awareness Implementation Support which includes guidance for the internalization of units and lessons.

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

- The materials offer resources and guidance for administrators and instructional coaches on implementing phonemic awareness lessons. The program's professional development library features a 6-minute video titled *Administrators & Coaches: 5 Look Fors in PA Instruction* and a 5-minute video titled *Phonemic Awareness: Using the Fidelity Checklist*. Administrators and instructional coaches access the checklist under "Digital Resources." The checklist contains a lesson observation checklist, lesson components, and a section for feedback.
- Both coaches and administrators access and use a "Fidelity Checklist" for the "Look-fors" during every part of a phonics lesson. The checklist has a section for differentiation, a section for comments and feedback regarding lesson delivery, and a section for student engagement.

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.	1/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	2/2

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

Evidence includes, but is not limited to:

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

- The materials include comprehensive unit overviews that give the background content knowledge required to introduce the unit concepts effectively. Using the "On-Demand" Tab, teachers view six videos divided by a "General Overview" and all the units in the grade 2 curriculum. For example, the *On-Demand PD*, "Chapter 4," explains that students will begin to learn complex vowels and diphthongs. These are new vowel sounds for grade 2 students, and the video describes how the teacher will introduce them.
- The "Instructional Strategies" Section of the digital curriculum describes the strategies to support decoding and encoding instruction. Each section gives a detailed overview of the lesson components, strategies, and implementation guidance. For example, one instructional routine explained is the "Finger-Blending Strategy: Children use this strategy when they see a word they want to read. Children will say each sound and then blend the sounds with their fingers to read the word. For example, the teacher builds the word cat with Word Construction Cards. Children will say each sound, /k/ /ă/ /t/, while holding up one finger for each of the three sounds. Then children will close their fist when they say the word, *cat*."
- The beginning of the lesson gives the concept to be taught and academic vocabulary when applicable. The unit overviews do not include academic vocabulary.

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

- Materials contain support for families in Spanish and English for each unit, with suggestions on supporting their child's progress. Parent weekly newsletters are found under downloadable resources. The newsletter provides parents with tips on how to help students with their Red Words, spelling patterns, and decoding while also providing a passage with activities for

parents and students to complete together. For example, in Unit 2 the parent newsletter explains what the child is learning for the week and how families can play "I Spy" with different beginning consonant sounds.

- Grade 2 materials include an activity supporting children with reading and spelling high-frequency words and Red Words. The parent newsletter defines Red Words as "words that appear frequently in print." The resource suggests how to practice newly taught Red Words or review previously taught words, providing children with additional practice. For example, in grade 2, the guide tasks students with using their word cards in sentences connected with the word's meaning and part of speech.

Intentional Instructional Design

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

Evidence includes, but is not limited to:

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

- Daily lesson plans include objectives (called "concepts"), student target skills, materials needed, and questions to ask throughout the lesson. The lesson plans include the necessary instructional assessments to meet content at the lesson level. The lessons also provide teachers with a weekly assessment check that helps them monitor student progress that week and a talking guide to use when assessing students. An "Assessment Section" includes weekly assessments and unit assessments with beginning, middle, and end-of-year checks.
- Lesson plans provide the focus phonics pattern. For example, in the lesson "The Big Red Hat," "the focus phonics pattern is CVC words with all vowels." The plan directs teachers to use "Thinking About Your Reading" guiding questions instead.
- Each lesson section includes a gradual release of responsibility structure (I Do, We Do, and You Do). The lessons provide specific, explicit, and systematic instructional routines to develop grade-level skills. For example, in week 7, the materials include a list of target skills for the lesson. The lesson also includes a corrective feedback guide. The lessons follow the "I Do, We Do, You Do" format. For example, in Week 7, Day 1, Phonics, the teacher will say, "Today, we will learn about the sound /g/. The sound /g/ is a consonant sound, and /g/ is a stop sound." Next, the students practice saying the sound and the teacher models it with correct tongue placement. The teacher then reads the G Sound Story, and they listen to words that

begin with the /g/ sound. For the "I Do" portion of the lesson, students will say the names of pictures on a worksheet and write the correct letter formation as they pronounce the /g/ sound.

- The detailed lesson includes the materials needed for the lesson and assessments. The guidance in the top table labeled *materials* states that students will need whiteboards and markers for the lesson. For example, in week 27, day 1, the overview lists the required materials as dry-erase boards or paper for children, Sound Wall Cards, blend cards, consonant blends sound posters, word construction cards, a *READ Book*, and Elkonin Boxes.

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

- Each lesson header provides a time guide indicating the overall duration of the day's phonics lesson. An instructional time guide helps teachers manage time effectively in the getting started section. Teachers can also view the "Chapter 2" video under *On-Demand PD* for additional timing suggestions for lesson sections. This guide suggests 20 minutes for phonics lessons, with the "Jump-In" Section taking less than 5 minutes, allowing teachers to adjust the remaining time as needed.
- The online platform's "Managing Instructional Time" Section specifies that the foundational skills lessons include 8-12 minutes for phonemic awareness instruction and 20-30 minutes for phonics instruction. This section provides teachers with a time guide to help them allocate time for each lesson section. For instance, teachers can reduce the number of words in the phonemic awareness component to 3-4 words, which shortens the phonemic awareness part of the lesson to 6-8 minutes.

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

- Materials include a lesson overview listing the teacher and student materials necessary to deliver the lesson effectively. For instance, in week 2, the materials list an Alphabet Chart, *READ Book*, multisensory options, and ABC Letter Cards for the lesson. The lesson also includes links to the Alphabet Chart and *READ Book*. "In Week 5, Day 5, Phonics, the students will need dry-erase boards or paper, Student Red Cards (Teacher and Student), *READ Book*, and the teacher will need the Corrective Feedback Guide."
- Each lesson begins with a list of materials for the teacher and the student for that particular lesson. For example, the materials listed are sentence strips with student names, consonants in black and vowels in red, a student *READ Book*, and dry-erase boards with markers. Teachers can access needed materials by clicking on the links provided when using the lessons. The listed student and teacher materials in the grade 2 curriculum are provided physically and online. The students use a book called *READ Book*, which they use every day. The students apply their learning independently in the "You Do" Section of the daily lessons.
- In week 4 of the teacher resources, a list provides ways to help teachers effectively deliver instruction. For example, the materials needed are a Sound Wall Card: /v/, a Vv Sound Poster, and copies of the *READ Book* (Teacher and Student). In week 8, teachers can access the

materials needed on the yellow table to deliver reading instruction effectively. For example, the materials required are Sound Wall Card: /l/, an ll Sound Poster, Red Word Cards, and copies of the *READ Book* (Teacher and Student).

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

- The materials include guidance on effectively using lesson materials for extended practice. The curriculum has a "Differentiated Instruction" Section at the end of every daily phonics lesson. This section includes an expanded lesson for students ready to go beyond the week's instruction. In week 5, the teacher will construct words for students to read. Teachers can access the materials supporting diverse learners for differentiated instruction, including daily support for children who need additional support and are ready to go beyond.
- The weekly lessons provide opportunities for teachers to extend students' practice of the target skills. The lesson guides teachers on what to say and do. For example, the materials state, "Challenge children to list words that begin with the initial consonant blends br- and cr- (brand, brass, branch, crush, cross, crams, etc.) Encourage children to choose words from the list to write a sentence." The opportunities for student enrichment increase to concrete or visual activities to apply the skills. In week 1 lessons, the "Expand" guides students on day 1 to draw pictures of items that start with a specific letter. Day 2 states that students should match letters on the alphabet bridge, giving the teacher more ways to expand that activity. The students count words and spaces in a sentence on the last day.
- After every lesson throughout the year, there is a "Boost" Section. The "Boost" Section provides students with additional support needed to be successful in skills. For example, on week 5 it states, "If children have trouble articulating the /b/sound, model proper articulation and have them repeat. Then have children use a mirror to watch their mouth formation as they articulate /b/. If children have trouble identifying words that begin with the /b/ sound, point to and name objects on the Bb Sound Poster and have children repeat. If children have trouble with proper letter formation for Bb, have them use the pointer finger on their dominant hand to trace the letter formation steps on the back of the Bb Sound Poster."

Progress Monitoring

2.1	Instructional Assessments	18/24
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.	1/2
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 administration of instructional assessments. Materials do not include teacher guidance to ensure accurate administration of all instructional assessments. Diagnostic, formative, and summative assessments align to the objectives of the unit or lesson. Diagnostic, formative, and summative assessments do not align to the TEKS . Instructional assessment items do not include standards-aligned items.

Evidence includes, but is not limited to:

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

- The materials include various assessment tools for measuring reading skills, such as phonemic awareness and phonics, for teachers to administer throughout the year. They also offer a range of instructional assessments at the lesson level, including formative assessments that vary in tasks and questions. Teachers use these assessments at the unit or lesson level as summative assessments at their discretion.
- A "Weekly Check" assesses skills such as spelling and fluency. Day 5 of every lesson includes a "Weekly Check," and the teacher administers the "Weekly Check" located in their *READ Book*. The "Weekly Checks" provide teachers with a quick snapshot of students' learning from the week, specifically focusing on the phonics concepts taught and high-frequency words. The checks ask students to spell 3-4 words and record 2-3 dictated sentences. The Week 13 "Weekly Check" assesses students' encoding of words (i.e. because, "hawk, seesaw, and also) and sentence writing skills (i.e. "My small baby sister can almost walk across the hall" and "Jack crawled up the tall beanstalk into the blue sky.") The "Weekly Check Recording Sheet" allows the teacher to track students at the lesson and overall unit levels.

- Materials include diagnostic assessments that contain a variety of tasks, including the "Phonemic Awareness Assessment," the "Letter Names and Letter Sound Assessment," and the "Phonics assessment." These assessments allow the teacher to analyze the students' phonics and knowledge of phonological skills. The "Phonological Assessment" provides baseline data before the implementation of the phonemic awareness lessons.
- Materials include formative assessments that vary in types of questions and tasks. The teacher can download lesson plans for reading groups in the curriculum library. At the end of the lesson plan, teachers choose 1-2 activities that the student completes to check for learning. For example, in the "Granny's Birthday" lesson plan, the student will write two dictation sentences, and the teacher will use the "Thinking About Your Reading" questions to check for reading comprehension.

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

- The materials include definitions and intended purposes of "Weekly Checks." For example, the "Assessment" digital page and downloadable "Weekly Scoring Class Sheets" describe the purpose of the checks as a way to assess students' progress quickly and simply, with the data informing whole and small-group instruction. Each "Weekly Check" allows children to demonstrate what they have learned throughout the week, focusing on sound-spelling patterns and Red Words of focus. The assessments monitor students' ability to apply phonemic awareness and phonics knowledge to spelling words using the sound-spelling relationship and high-frequency words taught that week.
- The "Downloadable Resources" digital page describes the beginning, middle, and end-of-year phonics assessments as quick tools for informing, reteaching, and small groups by asking students to spell 8 words. An "Assessment Overview" page provides the rationale behind using spelling to assess phonics knowledge. The overview page explains how teachers should combine the results of these quick phonics assessments with data from universal screening tools and internal literacy skill assessments to inform instruction.
- The materials explain the purpose of the oral reading fluency assessment: to help teachers identify phonics patterns of concern for each unit and monitor students' progress using Words Correct Per Minute (WCPM). Starting in the fall of grade 2 and beyond, teachers can measure reading fluency using oral reading fluency (ORF) norms, with a recommended goal of reaching the 50th percentile or above based on the WCPM score.

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

- Teachers have access to assessment guides to ensure consistent administration of various types of assessments. The guidance for the "Weekly Checks" includes test administration instructions and suggests teachers use a whole-class setting. Online daily lesson plans provide scripted, step-by-step directions on how the teacher is to administer the "Weekly Checks" on day 5 of each week. For example, the script in week 16 includes, "Now I am going

to say two sentences. You will repeat each sentence and then write the sentence on the line. Say these sentences one at a time." For the quick phonics assessment administered three times a year, the assessment overview recommends settings for administration, such as whole class or small groups. It suggests the duration of the test and lists the necessary materials. For example, recommended materials for the quick phonics assessments include a "Teacher Administration" page, a "Student Recording" page, and a "Student Scoring" guide.

- The Fluency Instruction document emphasizes reading behavior over a standardized, calculated measure of fluency. The document states, "Teachers can use the weekly decodable passage to measure a child's fluency. Fluency measures can be differentiated based on the needs of a child. The teacher may choose to ask the child to read aloud the complete passage or 1-2 sentences, using the Fluency Checklist to monitor reading behaviors." The fluency checklist provides checkboxes for teachers to mark when a student reads with appropriate rate, accuracy, and prosody. The document does not include a formula for calculating accuracy and rate. The materials do not include guidance on accurate administration of assessments.

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

- The materials include "Weekly Checks" that align with the unit and lesson objectives taught during that week. For example, on week 7, the target skill is to "identify words with vowel teams ai, ay, ea, ee, ey." The skills assessed on the "Weekly Checks" align with this target skill. For example, students write "three" and "years," then a dictation sentence such as "Kay sleeps and dreams of playing hockey." The materials do not identify the TEKS at the course, unit, or lesson level.
- While the materials do not correlate the TEKS to each assessment item, grade 2 materials provide the answer keys for every assessment. The "Weekly Checks" provide answer keys in the teacher version of the student workbook for every evaluation. The *Phonemic Awareness Assessment* guide provides a corrective response form for teachers to input and score student responses.
- The online "Digital Assessment Tool" shows the correlation between assessments and specific skills. For "Phonemic Awareness Assessments," student scores populate into a bar graph categorized by onset fluency, blending, isolating the final sound, segmenting, isolating the medial sound, adding, deleting, and substituting. The online digital tool does not show the correlation between TEKS and assessment items.

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

- The materials offer assessment items at varying levels of complexity for various evaluations. Grade 2 weekly assessments include word spelling and sentence writing. For example, week 13 asks students to spell words with the Focus Sound-Spelling and record two dictated sentences. The "6-Word Spelling Test" assesses students' ability to apply their knowledge of syllable patterns, vowel teams, and high-frequency words to spell "picture, driver, locker,

locate." Students record two (2) dictated sentences: "I will save money for a new toy robot." and "We should study before our spelling test on Friday." The materials do not show how assessment items align to the TEKS.

- The "Phonemic Awareness Diagnostic" varies in complexity as students engage in different phonemic awareness tasks, such as adding, deleting, or substituting sounds within words. The assessment begins by asking students to isolate the initial phoneme in words, then progresses to substituting the initial phoneme in words. The materials do not show the correlation between the TEKS and the phonemic awareness tasks.

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 materials provide guidance for interpreting and responding to student performance through documents such as the BOY, MOY, and EOY phonics assessments, student scoring guidelines, and weekly data assessments. These resources equip teachers with instructions and tools to effectively target further instruction.
- The BOY, MOY, and EOY assessments include a "Scoring Sheet" for each student with guidelines and a place for teachers to record observations. These materials offer support for specific student observations. For example, if children have difficulty writing initial or final sounds in words, one step is to use Elkonin boxes with chips or counters to identify the number of sounds in a word.
- Teachers can also use "Weekly Check Scoring Guides" for guidance on how to score "Weekly Check." For example, the document states, "if a child spells 1-2 words correctly," then the teacher's next steps could be "in small groups and/or during the We Do and You Do instruction, encourage the child to use chopping hand motion or finger-spelling strategy to segment a word into sounds, counting the sounds they hear. Then the child matches a letter to each sound."

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

- The materials provide instructional strategies to address trends observed in instructional assessment data across different proficiency levels. They offer specific next steps tailored to students' performance levels in the "Weekly Check."

- Students who demonstrate varying proficiency levels in the "Weekly Check" are directed towards "Boost" or "Expand" activities. "Boost" activities aim to address misconceptions or reinforce areas needing further assistance. For instance, students struggling with articulating short vowel sounds for /e/ and /u/ may use "Sound Wall" cards to model correct articulation, using a mirror to monitor mouth formation. In contrast, "Expand" activities are designed to challenge students who have mastered the skill. For example, an "Expand" activity might involve working with "challenge partners" to construct more complex -ell words using word construction cards, starting with high-frequency words.
- The materials also guide teachers in utilizing assessment results from various assessments to effectively plan grade-level appropriate experiences. For instance, the "Progress Monitoring Assessments for Blending Phonemes into Spoken Words" recommends that if a student scores 0-3 correctly, the teacher should review weeks 13-14 in the *Heggerty Grade K Phonemic Awareness Curriculum* or week 8 in the *Primary Curriculum* if applicable.

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

- The materials provide resources for recording student objectives and goals throughout the program. Students receive weekly objectives in their *READ Books* to track their progress and growth. The materials include a "Weekly Check: Student Tracking Sheet" where students track their progress on the weekly checks in reading and spelling. The directions for the student tracker include, "Students will track their own progress by checking the boxes to track your spelling progress, then write the number of correct words for each sentence that correspond with the expectations of their weekly check."
- A "Class Recording Sheet" is provided for teachers to use during the "Weekly Check," but students cannot access this document to track their own growth and progress. The teacher records the number of correct words in both the "Targeted Phonics Instruction" column and the "Red Words" column
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Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- Grade 2 materials include specific recommendations for differentiated and small group reading to support students who have not yet mastered grade-level content and skills. Teacher guidance includes reteaching and scaffolding opportunities for students who have yet to reach mastery. Teacher materials include multisensory instructional strategies that are incorporated to support diverse learning styles and needs. These strategies include skywriting, finger-blending, and finger-spelling, and students use these strategies during word building. Additional activities for students who have yet to reach proficiency in grade-level skills include the use of an "Alphabet Bridge Mat," "Alphabet Poster," "Consonant Digraphs and Blends Chart," "Consonant Sound Wall," and "Vowel Valley Poster," which the downloadable section of the online resource provides.
- Daily lessons include guidance for teachers on using various instructional modalities, such as visuals, manipulatives, kinesthetic learning, specific instructions on mouth placement, and guidance on the manner and voice of the letter sound to support the success of all types of learners. The materials include teacher guidance for differentiated instruction through "Boost" and "Expand" Sections in the daily lessons and the corrective feedback guide. In the weekly lessons, differentiated instruction is included with teacher guidance that supports students who need additional support, "Boost," and students who are ready to go beyond, "Expand." In

week 13, the "Boost" activity suggests students engage in partner work to practice syllable division of words with complex vowels. Students take turns labeling consonants and vowels while explaining the syllable division rules in selected words: "*seesaw, taller, drawing, awful, haunted, sawdust.*"

- Teachers download and view a resource called *Supporting Diverse Learners*, which offers examples of how to support diverse students in phonemic awareness lessons and phonics lessons and differentiate the administration of assessments. For example, "Children with limited verbal skills may use visuals to represent sounds, such as unifix cubes, tiles, felt squares, or chips in Elkonin boxes, to demonstrate their learning and understanding." The guide suggests scaffolding instruction by limiting the number of letters available to students when students build words or only providing students with the letters necessary to build a word for success with the activity.

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

- In grade 2, materials include embedded supports for references in text, specifically decodable readers. In week 18, the teacher explains the words "rural" and "urban" before reading the decodable reader *All Aboard!* The teacher leads a discussion on the words "rural" and "urban" to describe what might be seen when traveling through both areas. The students then discuss the words "rural" and "urban" before reading the decodable reader *Central Park*.
- The decodable readers guide teachers in previewing the text before reading, including an overview of the text, predictions, and any new vocabulary needed to pre-teach. The materials also include embedded support for academic language and vocabulary. They provide questions to guide students' thinking during the lesson. For example, the teacher reviews the Red Word "point" in week 14. Then, the teacher explains, "Explain that the word *point* is an action word used when you want to direct someone's attention to something." Next, the teacher reads a sentence from the *Student Book* that includes the word "point."
- The program includes pre-teaching and embedded support for unfamiliar vocabulary. In week 5, the materials provide new high-frequency words (Red Words). One of the Red Words for the week is the word "kind," and the guidance instructs the teacher to define the two definitions for "kind." The students read a decodable passage, *My Sister Kate*, which includes the word "kind."

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

- Materials include teacher guidance to differentiate instruction for students who have demonstrated proficiency in grade-level content at the end of the daily lesson in the "Expand" Section. "Expand" includes daily suggestions "for children who are ready for the next step." In week 22, the "Expand" section allows the teacher to provide extensions. For example, "Challenge partners to write sentences about the events in the "Sound Story" using the words glue, blue, and clue. Have partners share their completed sentences with the group."

- The program provides teachers with guidance for lesson enrichment activities for students within the "Expand" Section. The "Video Learning Library" Tab includes a video on differentiation in the skills tutorial. Activities include writing a new "Sound Story" to match a sound poster, dictation of complex sentences using previously learned skills, and an additional response to the weekly reading passage. According to the video, "Expand" activities are essential because "Children will think deeper and more analytically about the sound-spelling patterns being introduced." In week 20, students deepen their knowledge of the week's focus words by creating sentences about what might happen next in the "Sound Story," using other compound words: *"treetop, playground, waterfall, zipline."*
- Materials offer guidance on lessons that extend the learning process by tasking students to apply their knowledge and skills to additional activities that reflect the skills for the lesson. The weekly lessons allow teachers to extend student practice of the target skill in the "Expand" Section. This section is scripted in every lesson, guiding teachers on what to say and do. For example, week 27 invites students to write about Earth Day using words with the week's focus suffix.

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).

- The materials include scripted guidance to support the teacher in directly and explicitly modeling, explaining, and communicating the concepts that students are learning. For example, in week 25, the curriculum states: "Model and guide children to use their Syllable Boards to build and read multisyllabic words. Write the word 'do' on the board or one Syllable Board. Guide children to read the word: do. Have children write the word 'do' on a Syllable Board. Have children read the word." Throughout the activity, the teacher receives consistent guidance on administering direct instruction.
- The materials recommend effective lesson delivery using a variety of instructional approaches and tasks. Each lesson includes guidance for the teacher and opportunities for students to engage in learning. For instance, when teaching students that adding suffixes changes the meaning of a word in week 23, the grade 2 materials provide teachers with scripted language, including: "You can also add -er to a word to make the word mean one who does." When teaching students the correct letter formation in week 6, the materials state: "The words hold, blowing, coat, closed, cold, goes, over, old, oak, stones, molehill, hopes, notice, won't, bone, moles, those, both, and closer all have the long o sound: /o/."
- In week 2, day 1, the "I Do" portion of the lesson includes scripted language to ensure communication and explanation of the skills to be learned. The week 2 script states, "Say: Today, we'll work with some more letters of the alphabet. We know that letters stand for sounds in words. We can match the sounds we hear in words to letters of the alphabet." This activity provides modeling of letter formations and ensures the concept being taught matches the learning target. Additionally, the materials include teacher guidance with examples of

possible student responses. For instance, in the "We Do" section of the phonics lesson in week 10, the teacher asks questions about the sound /ng/, and student responses are included in parentheses next to the question.

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

- The materials provide recommendations for effective lesson delivery using a variety of instructional approaches. Grade 2 materials give guidance on a variety of instructional strategies to use throughout all the lessons, including finger-blending strategy to help with reading words, finger-spelling strategy to help with writing and spelling words, "Syllable Boards" to divide words into their syllables, "Spell Tab Folders" for students to use to help build words during the "We Do" Section, and "Sound Posters" and "Sound Stories" used for picture background and vocabulary when teaching a new phonics concept.
- The curriculum provides video guidance where they give teachers recommendations for different strategies for effective lesson delivery. This is located in the digital curriculum, under the "Video Learning Library" Tab. For example, the video *Using Visuals to Scaffold Instruction* provides teachers with different visual supports to help different levels of students, and the *How to Use Daily Lessons* video provides teachers with an example of how to provide effective lesson delivery.
- Materials include guidance, which promotes consistency with instructional practices across different classrooms and provides clear language for teachers. The Bridge to Reading Instructional Strategies offers a guide for other methods. For example, skywriting is a multisensory strategy that helps students write words without a pencil. "Children will use their pointer finger on their dominant hand to trace a letter or word in the air using correct handwriting formation and directionality." The "Word Construction Cards" allow the teacher to engage the students while constructing words for students to read using the "Construct and Read Words Strategy." The teacher models building a word and blending the sounds. The student will follow along by building words with their "Spell Tabs Folder."

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.

- Based on assessment data, the material provides teachers with recommended structures to support effective implementation. For example, in interpreting assessment data guides, the materials support determining when students should be in a whole group, small group, or individual setting. It states, "If less than 80% of the children are proficient, reteaching of the concepts in a whole class setting may be necessary." Additionally, the materials include clear headings and labels to help teachers differentiate between various lesson structures, such as "Jump In," "I Do," "We Do," "You Do," "Jump Out," and "Differentiated Instruction."

- In grade 2, the materials provide a variety of options for students to practice and apply concepts. During small group lessons, the teacher suggests that students work with a partner to "use the words or, for, and is in sentences." The materials recommend that teachers use a decodable book and a small group lesson plan on Day 5 of the last week of each unit. The lesson plan includes before, during, and after reading sections for teachers to follow.
- Every lesson is structured with a gradual release of responsibility model and labeled "I Do," "We Do," and "You Do" component where the teacher can gradually release the learning from teacher responsibility to group responsibility, and finally to student responsibility. This structure guides teachers in every lesson, every day, which allows for effective lesson delivery and facilitation.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	10/11
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.	1/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	1/1
3.3c	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	8/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

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

Evidence includes, but is not limited to:

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

- The *Linguistic Accommodations Guide* provides one general set of accommodations for language proficiency suited for beginner English Learners. The *Linguistic Accommodations Guide* provides one general set of accommodations for language proficiency. The *Supporting Diverse Learners Guide* offers materials on providing linguistic accommodations for English language learners. The "Supporting Diverse Learners" Tab in the "Introduction" includes this document. It provides accommodations for students with diverse needs. For example, during whole group instruction, teachers give multilingual learners alternate response options, such as allowing them to respond orally instead of in writing. Alternate response options include: Before using the "Spell Tabs" folder, the teacher builds the rime with "Spell Tabs," and the student adds the first letter during the lesson (e.g., the teacher builds "at," and the child adds "c" to "at" to form "cat"). When creating words with "Spell Tabs," teachers provide students with a limited number of letters in the folder, including only those needed to build the words for that lesson. Teachers scaffold language use by offering sentence frames when asking

students to respond in writing about a decodable passage. Teachers provide a separate setting for the "Weekly Check" assessment and allow oral responses when possible. Teachers intentionally support vocabulary development with visuals and picture supports, such as letter flashcards, "Sound Wall Cards," the interactive "Sound Wall," and "Sound Story" posters.

- Multilingual Learner support occurs on Day 4 of each weekly lesson for Grade 2, focusing on oral language and vocabulary development. This instruction happens on Day 4 or any other day during the week. For example, in week 30, day 4, the materials state: "Use the decodable passage 'Warm Treasure Soup' to provide language-building opportunities for multilingual learners. Say: Today we read the story 'Warm Treasure Soup.' Chef Wilma's soup can cure the toughest cough and bellyache. Soup is a food that many people like to eat when they aren't feeling well. Have you ever eaten soup? What kind of soup do you like"? The guide continues with a script that leads students in a discussion about soup and ends with, "Tell children to write sentences about their soup ingredients and why they like to eat the soup. Remind them to draw a picture of their soup. Use these sentence frames if necessary: 'I will put _____, _____, and _____ in my treasure soup. I like to eat my treasure soup because _____.'" Students share their completed sentences and drawing, then share with the group. This lesson provides scaffolded support with sentence frames and multiple opportunities to draw and expand vocabulary to build comprehension and knowledge, supporting language acquisition.

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

- The materials offer various suggestions and guidance for teachers to support multilingual learners in their classrooms. The *Supporting Multilingual Learners Guide* provides teachers different implementation options to support English language learners during instruction. For example, the materials suggest a variety of best practices to help support teachers in instructing students in English language acquisition. The supports include Total Physical Response (TPR), building background knowledge, modeling sentence frames, modeling "Sound Walls," visuals and videos, and repetition.
- The "Video Learning Library" Tab on the *Digital Platform* has a video on supporting English language learners that teachers view before implementing the lessons. The video provides guidance and suggestions on how teachers implement the phonemic awareness lessons while supporting English language learners. Per the instructions, teachers pull out students for additional support and include vocabulary and content support.
- For implementation guidance, a video titled *Phonemic Awareness: Supporting English language learners*, located under the "Video Learning Library" Tab, provides teachers with guidance on how to support English language learners in the classroom. For example, the video states, "the tier 1 lesson should be the same for English language learners as it is for other students in the classroom." After the tier 1 lesson, the teacher pulls English language learners into small groups and provides scaffolded support with vocabulary by using visuals and the Total Physical Response method.

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

- The *Supporting Multilingual Learners Guide* provides ideas for teachers to help implement best practices into the curriculum itself to help give background knowledge, develop vocabulary, and ways to make cross-linguistic connections. But these are strategies the curriculum provides. The materials have multilingual activities on Day 4 each week in the phonics instruction under differentiated instruction. For example, "[Multilingual learners] may pronounce the word says so that it rhymes with days, using what they know about the word say and the -s ending. MLs may need to be explicitly taught how to pronounce the word correctly. Say: I am going to say a sentence, and you will be listening for these words: say and says. You will repeat the sentence and then tell me which of the words you hear, say or says."
- Materials provide guidance for teachers to create opportunities that create oral and written discourse, making cross-linguistic connections, vocabulary development, and building background knowledge. This activity is found in week 1, day 4, "[Multilingual learners] may require vocabulary support for places in a school. Display pictures from the internet or other resources for these common places in a school: restrooms, cafeteria, library, main office, nurses office, art room, music room, playground. Say: There are many different places in our school. We visit these places for different reasons. Right now we are in the classroom. This is where we spend most of our time learning. I see many other places we find in a school in these pictures. Point to the picture of the library. Identify the name of the place and explain the purpose. The library is a place in a school where we go to find books. Then, have children repeat the name of the place and share experiences they have had in the library. Encourage children to say the name of the place in their home language. Repeat the procedure for each picture. After all places are identified and discussed, have children draw a picture of their favorite place in the school. Ask each child to share and talk about their pictures with the group. Use this sentence frame if necessary: My favorite place in the school is ___ because ___." This activity allows students to make cross-linguistic connections through oral and written discourse using sentence frames and written pictures. The visuals provide key vocabulary development, and students are asked to tap into their background knowledge to enhance their comprehension of the lesson.

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

- The materials contain linguistically accommodated instructional strategies. The *Supporting Multilingual Learners* document provides guidance for teachers to help English language learners make cross-linguistic connections. The document recommends that to support multilingual learners, it is essential to recognize and affirm the importance of a child's home language and dialect. Additional recommendations include encouraging children to share words or phrases in their native language that correspond to English vocabulary or concepts, as well as highlighting cognates between their home language and English, which are two effective strategies. According to the *Supporting Diverse Learners* document, "Multilingual Learner support is provided on Day 4

of each weekly lesson for Grades K, 1 and 2 Bridge to Reading, with a specific focus on oral language and vocabulary development. This instruction may take place on Day 4 or on another day during that week.

- The materials are not designed for dual language immersion (DLI) programs and do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

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.

- According to the "Scope and Sequence" for grade 2, the introduction of phonics lessons starts with a review of the reading and spelling of CVC and CVCC words. This is a grade 1 review of phonics and foundational skills. Lessons progress to reading and spelling words, consonant digraphs, consonant blends, long vowels with silent /e/, to long vowel teams. For example, in "Unit 2" (weeks 5-10), the lesson objectives start with identifying, reading, and spelling words with glued sounds /nk/ and /ink/ and increase in complexity to identifying, reading, and spelling words with consonant clusters such as spl-, spr-, and scr-. Beginning in "Unit 3" (weeks 11-16), the lesson objectives progress to a focus on complex vowels, specifically words with long /ew/, /oo/ and short /oo/, /ou/ vowels for the first week and the second week has a focus on complex vowels /au/, /aw/, /all/, /alk/, and /alt/. The students then have opportunities to practice the phonics concepts through orally hearing a story with specific words, building words with the long vowel sound, and then independently circling pictures with the long vowel sound.
- The *READ Book*, or independent practice student book, builds systematically on students' learning. For example, in "Unit 2," the student practice books start simple. Students write the missing vowel patterns in a word, read and write high-frequency words in isolation and then in sentences, write words to match a picture, read a decodable text with either high-frequency words or decodable words built during the lessons, and then respond to the text read in writing using correct spelling conventions. In "Unit 3," the student practice books progress to dividing

words with closed syllables and r-controlled vowels and reading and writing words with closed syllables and r-controlled syllables.

- Beginning in "Unit 3" of grade 2, the lesson objectives progress to a focus on complex vowels like /we/, /oo/, /au/, /aw/, diphthongs like /oi/, /oy/, /ou/, /ow/, syllable division of VC/V and V/CV, and syllable division of consonant -le. The lessons are systematic and sequenced the same way throughout the weeks, with students learning specific phonics concepts in the "I Do" Section, such as diphthongs, with the teacher explicitly stating the definition of a diphthong, the articulation of the sound, and where it might be located in a word. Then, the students have opportunities to practice the phonics concepts by orally hearing a story with specific words, building words with the diphthongs, independently writing the missing diphthongs in words, and writing and reading words with diphthongs.
- As the curriculum advances to "Unit 4" (weeks 17-22), the emphasis shifts to silent letter combinations *kn-*, *wr-*, *-mb*, and *gn-* and progresses to two-syllable compound words, contractions, and homophones. "Unit 5" of the "Scope and Sequence" begins with prefixes and suffixes such as *mis-* and *pre-*, it then progresses to prefixes and suffixes with 3-syllable words. "Unit 6" progresses to final stable syllables and low-frequency spellings. "Unit 5" introduces students to prefixes and suffixes. The unit progresses with the teacher guiding students to use their newly acquired skill of prefixes and suffixes to build 3-syllable words.

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

- The materials include daily opportunities to teach and provide practice in phonics explicitly. Students begin every lesson with 20-30 minutes of phonics instruction, which includes the concept and target skills for the day. For example, each daily lesson begins with phonological awareness and then moves into phonics instruction. Every lesson has an "I Do," "We Do," "You Do" , the Gradual Release of Responsibility model where the teacher explicitly teaches a phonics skill in the "I Do" Section. The students get to practice that skill during the "We Do" Section, and finally, in the "You Do" Section, the students have the opportunity to practice those skills independently.
- The phonics lessons include explicit and intentional opportunities for phonics instruction. For example, in "Unit 3," the lessons for "Week 13" have a phonics concept of complex vowels /au/, /aw/, /all/, /alk/, and /alt/. Each day has different complex vowels. Students have opportunities to articulate the sounds of the complex vowels, build words with the complex vowels, blend the letters together to read words with that complex vowel, dividing multisyllabic words, and then read a decodable passage with high-frequency words and decodable words.
- The phonics lessons provide teacher-led instruction that clearly teaches a skill through concise explanation, modeling, practice, the Gradual Release of Responsibility model, and explicit feedback. In grade 2, "Week 3," the teacher reminds students of the previous phonics skill, final double consonants, and explains that they will work with consonant digraphs. Students will listen to the sound story and identify the focus sound for the week. In the "We Do" Section of the lesson, the teacher and students use the consonant digraph poster to identify words with digraphs. Students will then complete a worksheet activity where they fill

in the missing digraph. The daily lessons include scripting for phonics activities. In "Week 6," during the phonological lesson, the teacher will say, "We will be producing rhyming words. I will say a word family (rime-the string of letters that follow, usually a vowel and final consonants) and a word that rhymes with it. Can you tell me more words that rhyme? Rhyming words have the same middle and final sounds." The materials include a corrective feedback guide for the activities.

- The materials include daily opportunities to teach and provide practice in phonics explicitly. In grade 2, each lesson begins with phonics instruction and fluency practice. Students apply new phonics knowledge and practice previously learned phonics skills daily. For example, on "Week 18" the curriculum follows the sequential steps of explicit instruction by asking teachers to:
 - Identify a clear, specific objective.
 - Break the information into chunks.
 - Model with clear explanations.
 - Verbalize the thinking process.
 - Provide opportunities to practice.
 - Give feedback.

The instructional objective states, "The vowel in an unstressed syllable often stands for the schwa sound /ə/." and also states the specific skill the students will be working on, "Isolate and articulate schwa sound /ə/. Identify words with initial schwa spelled with a, e, o. Build, decode, and spell words with vowels that stand for the schwa sound." Lessons break down the information into chunks such as "I Do, We Do, You Do." The teacher models with clear explanations and verbalizes the thinking process, "ay: This word has four sounds, /ə/ /b/ /ə/ /v/, above. Say this word with me: above. Let's look at the patterns in the word above. I can hear two syllables in the word above: /ə - bæve/. I hear the schwa sound, /ə/, at the beginning of the word above. The letter *a* stands for this sound. But the word above also has another schwa in the middle. The letter *o* stands for the schwa sound in the middle of above. I also see a silent *e*, but it doesn't follow the silent final *e* rule. We have to stop and think about the sounds the letters stand for in this word." The students practice in the "We Do" Section and the "You Do" Section. For example, in their *READ Books*, students choose words with the schwa sound to complete each sentence. At the end of the jumpout section, the teacher is told to check for understanding and feedback in their *READ Books* or observations during the lesson.

- The materials include daily opportunities to teach prefixes explicitly. The teacher follows the Gradual Release of Responsibility model, explicitly teaching what a prefix is and providing opportunities for students to practice reading words with prefixes. The workbooks allow students to practice reading and writing words with prefixes and suffixes. The materials include daily opportunities in "Unit 5" and "Unit 6" to teach the skill and practice reading and building words with students and then allowing the students opportunities to practice the skill learned.

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

- The materials include the practice of phonics skills in isolation. For example, grade 2 materials include time intended to focus on the phonics skills in isolation during the "We Do" Section of the phonics lesson. In "Week 18," the lesson invites students to practice the r-controlled vowel /or/. The teacher writes "corn, torn, for" on the board. The students and teacher practice articulating the words with the r-controlled vowel. Afterward, students play "This or That" using the "Sound Vowel Valley Poster."
- The materials include decodable texts used to practice reading and writing skills in context. Students practice in decodable books starting on the last two days of "Week 1." In their practice book in "Week 12," students practice words that are all previously taught Red Words (high-frequency words) or highly decodable words that the students have already practiced sounding out during the days before.
- The materials include phrases and sentences to practice reading and writing high-frequency words and words that follow previously taught sound-spelling patterns. For example, grade 2 materials include stories in the independent practice section of their *READ Books* on days four and five of each week, where students read decodable texts and practice the phonics skills they learned that week. In "Week 18," students are learning about schwa sounds. Students read the story *All Aboard* to practice this skill with decodable texts. In this text, students practice the schwa sounds in words such as "along, aboard, amazing, approach." Some example practice sentences from the passage are, "It's a sunny April day, an excellent time for a trip through the city." After re-reading the story the next day, students will respond to the text in their *READ Book*.

Materials include opportunities for cumulative review of previously taught skills.

- Grade 2 materials provide opportunities to review previously taught skills by connecting previous phonics skills to new ones. For example, in "Week 23," students review homophones of the prior week. After reviewing, the teachers use their understanding of a homophone to help teach new content of a suffix, tying both concepts together. In "Week 19, Day 3," students review compound words to connect previously learned compound words in the last few weeks of grade 1.
- The materials include a variety of instructional strategies with consistent routines for each phonics skill. For example, every lesson begins with a warm-up section, meant for teachers to spend a few minutes reviewing skills previously taught the day or week before. Materials include opportunities to play games where students can practice previously taught skills. In "Week 13," guidance from the warm-up section states, "Play a circle game with children to review the complex vowels they have learned so far. Have children sit in a circle. Tell children you will start the circle game with one word that has a complex vowel. They must keep the circle going by naming other words with that same complex vowel sound and spelling. Call on one child to start the game and give them a word. You can use these words: call, room, new, or book. If needed, demonstrate the first round by having children name words that end with -all." Students also routinely practice writing high-frequency words during the instructional day by constructing new and completing sentences during independent practice.

Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	3/8
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.	1/4

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 opportunities for students to practice through independent practice. Daily lessons do not include a variety of opportunities for students to practice through collaborative learning and independent practice.

Evidence includes, but is not limited to:

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

- The daily phonics lessons include explicit teacher modeling before students practice the phonics skill independently. For example, students learn about compound words in grade 2, "Week 20." The teacher reviews the concept while modeling how to combine two words correctly. "Write the words *play* and *ground* on the board. Have children read the words aloud. *I can make a compound word with these two words by putting them together: playground. Write the word playground.*"
- Materials require modeling the learning elements with explicit, daily instruction, including identifying the skills to be learned, communicating clear objectives, providing clear and precise directions while using academic language, and connecting new learning to previous learning. Teachers use the lessons to model direct and explicit instruction during the "I Do" Section. Daily phonics lessons begin with direct and explicit instruction. Each lesson begins with the teacher modeling the targeted phonic skill. For example, in "Week 25," the teacher displays a "Prefix Sound Poster" and explains what the prefix "dis-" means. The teacher then reads a sentence from a story with the prefix "dis-."
- The lessons include specific and precise terms, phrasing, and statements that teachers can use daily during core instruction to model new phonics skills. Every lesson in the phonics materials has a lesson structure that follows the Gradual Release of Responsibility model ("I Do, We Do, You Do"). Daily lessons include a structure requiring teachers to communicate the lesson objective and use academic vocabulary. For example, in "Week 25," the teacher says, "Today, we will work with another prefix, *dis-*. The prefix *dis-* stands for the sound /dɪs/ at the beginning of words."

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

- Materials have daily lessons that include opportunities for direct and explicit guided instruction. Specifically, each lesson follows the Gradual Release of Responsibility model with several direct and explicit instruction opportunities. For example, in grade 2, "Week 10," in the modeling stage ("I Do"), the teacher states, "Today, we will work with the sound /or/. Display Word Construction Card or. The letters or together stand for this sound. We will articulate the /or/ sound and build words with this sound." Then in the guided practice stage ("We Do"), the materials state, "Say: The words Paul, hauls, and sauce have the vowel sound /ô/ spelled with the letters au. The words *Hawks*, *Shawn*, and *lawn* have the vowel sound /ô/ spelled with the letters aw. Display Word Construction Cards au, aw."
- The materials include formatted (bolded, italicized, underlined) text to provide scripting for teachers. The script does not allow for potential student responses that would elicit immediate and corrective feedback. For example:
 - "Write the word *flashlight* on the board."
 - "Ask: *How many vowels do you see? (2) Underline the vowels. We know each syllable must have a vowel. This word has two syllables. Are the vowels together or separated by consonants? (separated) This is the VCCV pattern, and we divide the word between the consonants. Remember, we keep consonant digraphs together when dividing words into syllables.*"
 - "Guide children to read each syllable and then the word: /flash - light/, *flashlight*. *Flashlight is a compound word.*"
 - "Tell children to write the syllables for the word *flashlight* on their Syllable Boards. Have children read each syllable and then the word: /flash - light/, *flashlight*. *What is a flashlight? (a light that can flash on and off) We can use this word in a sentence: Maryanne shined her flashlight on the tent.*"
 - "Guide children to change the first syllable to *moon*. *What is the first syllable now? (moon) The second syllable is still light. What is the new compound word? (moonlight) What do you think moonlight is? (light from the moon) Let's use moonlight in a sentence: "The moonlight shined on the campsite."*"
- The materials offer immediate and corrective feedback opportunities based on performance in lessons within the "Boost" Section. The materials provide guided lesson ideas to help students struggling with content. In grade 2, if students do not master the high-frequency words on their weekly check, the materials provide teachers with strategies to help students that day. For example, in "Week 10," the materials state, "If children have difficulty articulating the sound /or/, model proper articulation and have them repeat. Then have children use a mirror to watch their mouth formation as they articulate the sound /or/." In this section, teachers work on specific skills the student may struggle with in the daily lesson. Not every student engages in "Boost" lessons.

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

- The materials provide only one option for independent practice throughout the week, primarily involving the daily completion of workbook pages. The available resources do not offer diverse alternatives or additional activities for students to reinforce their understanding independently. When students access their workbook, it provides opportunities to practice encoding and decoding, working with their high frequency words, and reading a weekly decodable passage.
- The lesson plans specify which page in the student workbook can be used for daily independent practice. Grade 2 lessons specify which page in the student workbook can be used for daily independent practice. For example, the independent practice ("You Do") of the week 12 materials states, "Have children complete page 12 in their READ Book."
- The phonics lessons are designed exclusively for daily whole-group implementation and lack resources or guidance for daily small groups or individual instruction. The lessons include an option for small-group or partner work when working with high-frequency words to build students' understanding of explicitly taught phonics skills. For example, in "Week 29," the students work with a partner to create sentences with their high-frequency words. Another chance for students to participate in collaborative learning is during the "Boost" Section and "Expand" Section of the lessons, which are only used for students who need more practice ("Boost") or an extension of learning ("Expand"). This chance for student collaboration is only if teachers choose to use the "Boost" and "Expand" activities. Materials do not include daily opportunities for collaborative practice.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials in grade 2 include intentional weeks of cumulative review throughout the units. For example, the last four weeks of the year include reviewing all phonic concepts, such as short and long vowels, r-controlled vowels, diphthongs, contractions, prefixes, suffixes, and syllable division. The materials also include four weeks of review of high-frequency words at the end of the year. The materials provide a week of reviewing short and long vowels, double consonants, consonant digraphs, and consonant clusters in grade 2 that provides a variety of practice with those phonics skills that include listening, distinguishing, building words, dividing syllables, and reading and writing words.
- The materials include regular review lessons (e.g., weekly, bi-weekly, per unit) without introducing new skills, but previously taught skills are reviewed and practiced. According to the "Scope and Sequence," weeks 31-34 are set aside for cumulative review at the end of the year. On "Week 31," students review the vowel sounds /ch/ through practice activities with partners. "Week 31, Day 1" states, "On index cards, write some of the different vowel sounds and sounds for ch that children have learned, and distribute the cards to small groups. Use these words: *dough, cough, chef, stereo, patio, school, soup, few, tough, feud*. Have groups work together to create sentences with several of the words. Have them share their sentences with the class."
- Grade 2 lessons use consistent routines to introduce and review phonics skills with different modalities. These instructional strategies consist of "Spell Tab Folders" that the students use to practice and build words during the lesson's guided practice portion. Students also use syllable boards to divide multisyllabic words into their syllables. These practice items include a time in every lesson where teachers review previously taught skills and the consistent use of

Elkonin boxes, sound cards, and sound posters. These items are structured within every daily lesson.

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

- The practice opportunities in the materials include only phonics skills that have been explicitly taught. In grade 2 lessons, after students are taught the skills in the modeling stage, the students have guided practice of those specific skills with teacher assistance during the next phase of the lesson. For example, in "Week 14," the lesson begins with explicit instruction on the diphthongs /oi/ and /oy/. The teacher models how to articulate the sound of the diphthongs and the associated letters by reading the story *The Boy Next Door*. Then, teachers use the diphthong sound poster to direct students to read and blend new words with diphthongs.
- Students apply the focus skill for the lesson in the materials during guided practice. In grade 2 lessons, for example, the teacher writes "flashlight" on the board. The teacher probes students to see how many vowels and syllables are in the word. The materials help the teacher guide the students to read each syllable and the whole word "flashlight." Students then change the first syllable to "moon." Finally, students practice the skill by creating other compound words by changing the first syllable ("stoplight, sunlight, daylight, streetlight, highlight, spotlight").
- Students apply skills from previous lessons in the materials during guided practice. In grade 2, "Week 5," the teacher applies previously taught skills to new skills. The materials state, "Say: Last week, we learned about words with consonant blends and clusters. We also learned the doubling rule when adding *-ing* and *-ed* and how to divide words with short vowels. This week, we will work with long vowels and a common syllable pattern for long vowels."

Decodable texts incorporate cumulative practice of taught phonics skills.

- The decodable texts incorporate cumulative practice by increasing complexity and only include taught phonics skills. For example, the first decodable text starts with only high-frequency words previously taught and only CVC words. Then, the decodable texts increase phonics skills throughout the year according to what is taught in that specific week. The last decodable texts include a mixture of all the phonics concepts taught in the year and multiple paragraphs. The students in grade 2 get two days of reading the decodable text, and by the end of the year, the students respond by writing the text using multiple sentences.
- The decodable texts only include taught phonics skills and irregular high-frequency words. For example, in "Week 19," students learn about compound words. On "Day 4" of the *READ Book*, students practice this skill with the decodable reader, *Playtime*. The text uses words such as "something, sandbox, weekend, someone" to help students read compound words. Students build decoding skills through practice with the decodable books. For example, at the end of "Unit 5," all students should know about the sound-spelling relationships and previously learned high-frequency words to read *A Wishful Thought* and *Below the Water's Surface*.

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

- After explicit instruction on a sound-spelling pattern, students practice encoding words that include that sound-spelling pattern in isolation and connected text. For example, in grade 2, students practice encoding words during independent practice in their student workbooks. In "Week 11," after explicit instruction on complex vowels, students practice building words with complex vowels /au/ and /aw/ and then blending the word made before building a new word. Students then independently practice encoding words in their workbooks using strategies such as sentence dictation and building new words.
- After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in connected text. In grade 2, lessons include opportunities to practice in connected text. For example, after explicit instruction, students practice throughout the week. On "Day 4," students practice phonics through connected text in their *READ Book*.
- After explicit instruction on a sound-spelling pattern in the materials, students practice decoding words that include that sound-spelling pattern in isolation. For example, in "Week 29" of grade 2, students receive explicit instruction on the final stable syllable sound-spelling patterns: *-ture, -sure, -tion*. After explicit instruction, students practice similar words using that sound-spelling pattern ("*picture, treasure, measure*") during independent practice.

Phonics Rule Compliance

4.4	Assessment	3/7
4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	1/2
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.	0/2
4.4d	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	0/1

The materials include at least one but do not include a variety of assessment tools that are developmentally appropriate. Materials include clear, consistent directions for accurate administration of assessments. Materials include do not progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Materials do not 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.

- In the *Downloadable Resources*, materials include beginning, middle, and end-of-year assessments that measure students' phonics skills through spelling tasks. These assessments, administered 3 times a year, measure students' knowledge of letters and sounds, CVCC words and progressing to multi-syllable words with prefixes and suffixes. The teacher provides a word for students to write on a recording sheet. The assessment does not include decoding tasks. These assessments do not account for the variance in difficulty between decoding and encoding in grade 2; therefore, an encoding assessment may not provide a developmentally appropriate measure of students' decoding skills.
- On day five of each week of instruction, the materials include "Weekly Checks." "Weekly Checks" assess student learning to determine whether students have mastered weekly objectives. This assessment includes word and sentence dictation. The "Weekly Check" for "Week 19" has children spell the words "hopscotch, jellyfish, something, maybe." In the following assessment section, students write the sentences "*Someone in our class is a bookworm!*" and "*You should never ride a bike without a helmet.*" In the "Assessment-Weekly Check" guidance it notes, "While listening to a child read offers great insight to their progress, it is also quite time-consuming. Each *Bridge to Reading* Weekly Check is designed to be a quick and efficient way to monitor children's ability to apply phonemic awareness and phonics knowledge to spelling words using the sound-spelling relationship and Red Words taught that week."

- These assessments do not account for the variance in difficulty between decoding and encoding in grade 2; therefore, an encoding assessment may not provide a developmentally appropriate measure of students' decoding skills.
- The materials refer to high-frequency words as "Red Words." The *Downloadable Resources* provide a "Red Word Assessment" that assesses students' ability to read 100 high-frequency words. This assessment includes a teacher copy and a student copy.
- Materials suggest using the weekly decodable passages students read to measure fluency. The fluency guide states, "Teachers use the weekly decodable passage to measure a child's fluency. Fluency measures can be differentiated based on the needs of a child. The teacher chooses to ask the child to read aloud the complete passage or 1-2 sentences, using the Fluency Checklist to monitor reading behaviors." The "Fluency Checklist" provides checkboxes for teachers to mark when a student reads with appropriate rate, accuracy, and prosody.

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

- Materials provide clear, consistent directions for administration in the accompanying guide for each assessment. For example, materials include a beginning, middle, and end-of-year assessment that checks students' phonics skills through spelling tasks. According to the guide for the middle-of-year assessment, teachers administer the test after "Week 19" of *Bridge to Reading* grade 2 lessons. The guide includes scripted directions to share with students, such as, "I will say a word with three or four sounds. You will say the word back to me and then write the word as best as you can."
- The materials include a script for the teacher to follow when administering weekly assessments, which provides clear and consistent directions on what to say before, during, and after the assessment. For example, the "Weekly Check" script in "Week 8" includes, "I will say a word. You will repeat the word and, then write the word. You can use the Finger-Spelling Strategy to help you write the words. Say these words one at a time: need, value, fields, right."
- Materials suggest using the weekly decodable passages students read to measure fluency. The "Fluency Checklist" provides checkboxes for teachers to mark when a student reads with appropriate rate, accuracy, and prosody.

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

- Materials include a beginning, middle, and end-of-year assessment that checks students' phonics skills through spelling tasks. The assessment includes a score recording sheet but does not include decoding tasks, and the score recording sheet does not include a target score to indicate mastery of an assessed skill.
- On the fifth day of each week of instruction, the materials include "Weekly Checks." The tasks for these checks ask students to apply the week's learning to spelling words and writing sentences. For example, in "Week 23," students write the words "bigger, highest, taller, gently." According to the guidance in the Assessment-Weekly Check, "These checks are

designed to be a quick and simple way to assess children's progress. Decoding and encoding enjoy a reciprocal relationship in the earlier phases of reading." The assessment does not include decoding tasks. The "Weekly Checks" in grade 2 do not account for the variance in difficulty between decoding and encoding in grade 2; therefore, an encoding assessment may not provide a developmentally appropriate measure of students' decoding skills. According to the "Assessment Phonics Guide," "Phonics development for children is measured using word reading in isolation and with connected text." The Grade 2 materials lack an assessment for word reading in isolation.

- Materials suggest using the weekly decodable passages students read to measure fluency. The "Fluency Checklist" provides checkboxes for teachers to mark when a student reads with appropriate rate, accuracy, and prosody. The "Fluency Instruction" document emphasizes reading behavior over a standardized, calculated measure of fluency. For example, "Teachers check a box if students read "most of the words" in the passage accurately." Materials do not systematically measure students' acquisition of grade-level phonics skills.

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

- The materials include the beginning, middle, and end-of-year assessments, which check students' phonics skills through spelling tasks. The assessment includes a score recording sheet but does not include decoding tasks. Materials do not show the alignment between the beginning, middle, and end-of-year assessments and "Weekly Checks."
- The materials include "Weekly Checks" to assess students on the week's learning objective(s). Grade 2 materials embed assessment opportunities throughout the weekly lessons at the end of the fifth day of instruction to determine if children are progressing adequately with the core instruction provided. The "Weekly Check" does not assess decoding skills, providing the opportunity for progress monitoring of students' ability to apply the weekly objective to encoding, not decoding. Materials do not explain the connection, if any, between the beginning, middle, and end-of-year assessments and the "Weekly Checks."
- The *Downloadable Resources* provide a "Red Word Assessment" that assesses students' ability to read 100 high-frequency words. This assessment includes a teacher copy and a student copy. The materials do not explain how this assessment aligns with progress monitoring tools.
- The "Fluency Checklist" provides checkboxes for teachers to mark when a student reads with appropriate rate, accuracy, and prosody. The Fluency Instruction document emphasizes reading behavior over a standardized, calculated measure of fluency. The document provides recommended "Oral Reading Fluency Norms" for fall, winter, and spring. It does not explain how to determine a student's "Words Correct per Minute" to determine if their fluency development is on target.

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	0/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	0/1
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 do not 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 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 digital data management tools for teachers to document individual progress in phonological awareness, not phonics skills. The "Phonological Awareness Online Data Tool" provides a bar graph of student results sorted by skill. The tool offers reports summarizing data and color code results in green, yellow, or red to indicate the student levels as proficient, developing, or beginning. The tools do not track students' performance on phonics skills.
- Materials include a downloadable "Tracking Sheet" to record student progress on the "Weekly Checks" for units 1-6. The "Tracking Sheet" provides a place for teachers to record the number of words each child spelled correctly, and the number of words spelled correctly within a sentence. The "Weekly Word Check Class Recording Guide" explains that students use the writing convention taught in class. The materials do not provide a place to track individual progress of writing conventions. The materials do not provide assessments or tools for tracking students' ability to decode words. The guide does not provide a target score on assessment items to determine which students need additional support.
- The data-management tools provide a place for teachers to record individual student data. The tools do not support teachers in analyzing or interpreting the data so that the teacher can make instructional decisions. For example, teachers access a beginning, middle, and end-of-year phonics assessment to gather a student's level of phonics knowledge. The materials lack specific criteria for analyzing and interpreting the data. The recording sheet allows the teacher

to record individual responses for eight spelling words. The sheet keeps track of the total number of correct initial consonants, vowel sounds, final consonants, and number of total words correct. The materials do not include how many sounds the student should get correct. The guidance leaves teachers without a clear understanding of interpreting the data.

- Materials suggest using the weekly decodable passages students read to measure fluency. Materials provide teachers with a "Fluency Score Sheet" for each student. The "Fluency Guide" states, "Teachers can use the weekly decodable passage to measure a child's fluency. Fluency measures can be differentiated based on the needs of a child. The teacher may choose to ask the child to read aloud the complete passage or 1-2 sentences, using the Fluency Checklist to monitor reading behaviors." The "Fluency Checklist" provides checkboxes for teachers to mark when a student reads with appropriate rate, accuracy, and prosody. The "Fluency Instruction" document emphasizes reading behavior over a standardized, calculated measure of fluency. The document provides recommended "Oral Reading Fluency Norms" for fall, winter, and spring. It does not explain how to determine a student's "Words Correct per Minute" to determine if their fluency development is on target. Materials do not include guidance on how to use fluency assessments to accelerate learning.

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

- The materials provide digital data management tools for teachers to document individual progress in phonological awareness, not phonics skills. The "Phonological Awareness Online Data Tool" provides a bar graph of student results sorted by skill. The tool offers reports summarizing data and color code results in green, yellow, or red to indicate the student levels as proficient, developing, or beginning. The tools do not track students' performance on phonics skills.
- Materials include a downloadable "Tracking Sheet" to record student progress on the "Weekly Checks." The "Tracking Sheet" combines individual student results into 1-2 pages for a class view. The guide for the tool includes, "Teachers may choose to use this Weekly Word Check Recording Sheet to record assessment data and track students' progress with taught skills. Teachers can use the data they have gathered to inform small group instruction or reteaching." The guide does not provide a target score on assessment items to determine which students need additional support.
- The materials provide data-tracking tools on the beginning, middle, and end-of-year assessment. According to teacher guidance instructions, the beginning-of-year, middle-of-year, and end-of-year phonics assessments focus on spelling, and teachers administer them to the whole group three times during the school year. The assessment includes the next steps for instruction. The assessment guide does not include a target to indicate students' proficiency scores. Materials do not provide data tracking tools for measuring the progress of decoding skills. Materials do not include tracking tools for whole-class data on these assessments.

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

- The materials include specific suggestions for how often to progress monitor different groups of students or individuals. The suggestions do not correlate to the program's beginning, middle, or end-of-year assessments. The materials recommend administering the beginning, middle, and end-of-year assessments three times yearly for progress monitoring. Every student receives the same progress monitoring assessments at the beginning, middle, and end of the year.
- The materials recommend progress monitoring for students who have difficulty with specific skills. They do not explain how often assessments should be administered to these students.
- The materials provide "progress monitoring" assessments at the end of every week. Grade 2 materials specify that "all" students must participate in the "Weekly Checks." Each "Weekly Check" is "designed to be a quick and simple way to assess" every student's progress. Materials do not explain how to progress monitor based on the results of the "Weekly Checks."
- Materials suggest using the weekly decodable passages students read to measure fluency. The "Fluency Instruction" document emphasizes reading behavior over a standardized, calculated measure of fluency. The document provides recommended "Oral Reading Fluency Norms" for fall, winter, and spring. It does not explain how to determine a student's "Words Correct per Minute" to determine if their fluency development is on target. Materials do not include guidance on determining the frequency of progress monitoring based on students' strengths and needs, as shown on fluency assessments.

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

- The materials provide data-tracking tools for the beginning, middle, and end-of-year assessments. According to teacher guidance instructions, the beginning, middle, and end-of-year phonics assessments focus on spelling, and teachers administer them to the whole group three times during the school year. The assessment includes the next steps for instruction. The assessment guide does not include a target to indicate students' proficiency scores. It is unclear how to determine who needs accelerated instruction. Materials do not include guidance on accelerating learning based on fluency results.
- Grade 2 materials include a supplemental teacher guidance document to support teachers in developing action plans to document teacher-provided supports designed to accelerate learning. For example, the "Corrective Feedback" document provides teachers with remedial lessons and possible responses for students to clarify misconceptions based on "Weekly Checks" results. Each skill lists errors and examples of a teacher's response that helps a student gain a new understanding of the task or skill. Materials do not guide how to determine which students need accelerated learning. According to the "Weekly Checks" guide, "teachers review Weekly Check assessment data every 3-4 weeks" to determine regrouping in small groups. Furthermore, the guide suggests that "if less than 80% of the children are proficient" on the "Weekly Checks," then reteaching specific weekly lessons would be the appropriate next step. The materials do not guide how to group students using "Weekly Checks" data.

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 opportunities for students to engage in academic communication for different purposes and audiences. 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 and engage in discussion to understand information, and share information and ideas. Materials do not include authentic opportunities for students to ask questions to understand information, and share information and ideas.

Evidence includes, but is not limited to:

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

- Grade 2 materials include guidance for students to discuss the meaning of words in a lesson. For example, in "Week 22," during the warm-up section of the lesson, the scripted lesson says, "Write the words pair, pear, see, sea, write, right, hair, hare on the board. Choral read the words with the children. Point out that the words are homophones because they sound the same but have different meanings. Point out that they are also spelled differently. Guide children in discussing the meaning of each word and using it in a sentence. Use visuals or pictures if needed." Students work with a partner to complete the activity without modeling, coaching, or feedback.
- The materials in grade 2 include the opportunity for students to engage in partner communication. For example, in "Week 1," during guided practice, the scripted lesson states, "Have children take turns saying a sentence about the poster that includes one or two of the words. Model the first sentence: Ben will put his lunch box on the bus. Then have children say the Red Words again, spell them, and write them." Then, the students complete the activity with their partner without guidance for teacher support, coaching, or feedback.
- The materials include discussion prompts but lack systematic and explicit guidance for oral language development. For example, in "Week 18," the lesson plan for the text *Below the Water's Surface*, the materials provide opportunities for students to engage in vocabulary

understanding and discussion questions in the lesson warm-up before reading. The discussion questions include prompts such as, "Can you find a part of the ocean that you would like to visit? Why or why not?" In the lesson wrap-up, there are guiding questions for teachers to ask, allowing students to share ideas with the whole class. Aside from these discussion points, the materials do not provide a clear framework for teachers to follow that would systematically and explicitly teach oral language or oracy skills.

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

- The grade 2 materials include scripted lesson plans that allow students to communicate for different purposes and audiences. The students engage in discourse during lesson warm-up to check for prior knowledge. For example, in "Week 6," the scripted lesson plan states, "Have children name some words they built that have the long e or u sounds and the CVCe or CCVCe pattern." Students also communicate to show what they already know before reading a story. In "Unit 3, Week 11," before students read a decodable passage, *The Newborn Moose*, the materials guide the teacher to ask, "What do you know about newborn animals?"
- Grade 2 materials include opportunities for students to engage in academic communication to share ideas. For example, in "Week 18," the materials include lessons with opportunities for students to use and elaborate on skills taught during lessons. Students create sentences using their high-frequency words for that week using proper conventions and spelling. After students make the sentences, they trade their work with partners for peer review.
- The materials include an opportunity for students to engage in social communication on day four of each weekly lesson. According to the "Supporting Multilingual Learners" document, "This instruction would most likely take place as small group instruction or, if used with a whole group, in addition to the lesson for that day." For example, in "Week 26," the teacher asks, "How can working together make chores around the home easier?" Students share ideas about making new friends feel welcome. Materials do not provide opportunities for all students to engage in social communication.

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

- The materials promote active listening during lessons and opportunities to build student oracy by responding to text during direct instruction. For example, in "Week 11," during the lesson warm-up, students listen to other students share sentences with words that have the complex vowel spelled ew. Later in the lesson, the materials direct teachers to read a story connected to the complex vowel spelled "ew" while the students actively listen for those words.
- The materials allow students to discuss and share information and ideas during lessons. For example, in "Week 30," before students read the decodable passage, *Warm Treasure Soup*, the lesson script provides guided questions for students to discuss before reading. The lesson also provides guided questions for teachers after reading the passage. An example discussion question includes, "What do you think might be in warm treasure soup?" Another example of

students engaging in discussion to share ideas is in "Week 18" when students create sentences using the high-frequency words using proper conventions and spelling. Students then trade with partners to check their work and provide explanations.

- The materials provide teachers with questions to ask throughout a lesson. For example, during the daily warm-ups, materials provide teachers with questions related to previous learning. During the modeling portion of the lesson, teachers use questions to support new learning. In the lessons' guided and independent practice portion, teachers ask questions to prompt thinking and assess learning. The materials do not include authentic opportunities for students to ask questions to understand information or share their ideas, as defined by the TEKS.

Foundational Skills

5.C.2	Letter-Sound Correspondence	29/30
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)	4/4
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2)(T)	1/2
5.C.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3)(S)	24/24

The materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors. Materials do not include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common misconceptions. Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text.

Evidence includes, but is not limited to:

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

- The materials include a "Scope and Sequence" that shows a progression that starts with letters most useful in decoding and encoding. For example, in grade 2, the lessons start with a focus on short vowels with a combination of inflectional endings, consonant digraphs, doubling rules, and consonant blends and then progress to specific long vowel teams with syllable division so that students can build, decode, and encode words. In "Week 15," the students build the word "finish" with word construction cards, and then the lesson script states that the teacher should "repeat this procedure to build and read the words *talent* and *planet*."
- The materials provide explicit instruction when introducing letter-sound relationships for decoding. For example, in "Week 6," students will identify words with the long /o/ sound, build, decode, and spell long /o/ words, and read a decodable story. During guided practice, the teacher leads students in an activity where they blend the word "joke" using the "Finger Blending Strategy." Next, students will build the word using their "Spell Tabs." The teacher will continue manipulating the word, and students will read and spell the new word. During

independent practice, students will practice in their workbooks reading the word "move" and the sentence, "The man will move the cone by that pole."

- The materials provide explicit instruction when introducing letter-sound relationships for encoding. For example, in "Week 11," the teacher dictates the words "*boost, drew, choose, grew,*" sound by sound. Next, the students use the "Finger Blending Strategy" to write the words. The teacher then dictates the following sentence for students to write: "I outgrew my pants, so I need to choose some new ones." In "Week 20," students write the syllables for the word "mountaintop" by writing each syllable for the word on a syllable board: "moun, tain, top." This process is repeated with the words "treetop" and "dollhouse."

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)

- In grade 2, the "Word Building" Section provides teachers with scripted guidance for delivering direct and explicit instruction on connecting phonemes to letters within words. For example, in "Week 18," students use "Word Building" cards to construct words with the r-controlled vowel /or/, including "for, horse, torn." Although the guide offers instructions for creating opportunities to connect phonemes to letters, it does not include guidance on how to provide feedback for common misconceptions and errors.
- The materials include a section in the lesson with scaffolded support for student errors, with suggestions on supporting students having difficulties. The materials do not address it proactively prior to teaching the lesson, but rather after the teacher observes students making the mistake. For example, in "Week 16," the guidance states, "If children have difficulty dividing and reading multisyllabic VCV words, review the sound /ə/ in the C+le pattern."
- Grade 2 materials include a *Phonemic Awareness Corrective Feedback Guide* that is separate from the weekly lessons. This downloadable resource provides teachers with guidance on how to correct issues regarding phonemic awareness. For example, when a student incorrectly segments a word into phonemes, the guide suggests the teacher's response is to say, "let's try that again. The word stamp has five sounds, /s-t-a-m-p/. It is important to identify each sound so that when you write or spell the word stamp, you can match a letter to each sound and spell it correctly." The *Phonemic Awareness Corrective Feedback Guide* does not include guidance for teachers on providing feedback addressing student errors and misconceptions related to connecting phonemes to graphemes.

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

(S)

- The materials include a variety of activities and resources for students to develop and practice decoding one-syllable words in isolation and in connected text. For example, in "Week 1," the lesson plan guides both teachers and students to use word construction cards with letters Rr,

Tt, Aa, Mm, Oo, Ii, Pp, Ww, Uu, Xx, Ee, Ll, Nn, Hh, and Ss to build and blend one-syllable words, including "ham, slam, big, trip, fox, fix, start." The teacher models this activity first and then guides the students to build the same word. Later in the week, students apply this skill independently using their workbooks to decode words like "grin, bag, spin, glad" in isolation. Then, they read the decodable passage *Rob and Pim Move In*, which features multiple one-syllable decodable words.

- The materials include various activities for applying letter-sound correspondence to decode one-syllable and multisyllabic words in decodable connected text. The grade 2 materials include decodable readers that include the new sounds introduced and previous sounds taught. After learning the phonics skill for a given week, students practice using the connected text in their *READ Book*. For example, in "Week 5," students learned about soft /g/ and soft /c/ as well as long /a/ and long /i/. In "Week 4," students learned to encode and decode words with consonant digraphs. In the *READ Book*, students used the connected text *My Sister Kate* to practice these skills. Some decodable words used in this story include: "Grace, Kate, times, page, plane, ride, shade catch." These words contain skills learned in both the previous week as well as the current week.
- The materials include a variety of activities and resources for students to develop, practice, and reinforce decoding multisyllabic words in isolation and in connected text. For example, in "Week 1," the students are introduced to multisyllabic words using the inflectional endings -ing and -es. The teacher models how to add -ing to the word by using the word construction cards with letters on them, and then the students are guided by the teacher to build the same word using their letter cards. In that week, during independent practice, the students read multisyllabic words in isolation and in a decodable passage *Rob and Pim Move In*. Throughout the remainder of the weeks in grade 2, students build, read, and spell more complex multisyllable words, including "bonnet, glasses, different, childhood, together, disappointment."

Foundational Skills

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

The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level Texas Essential Knowledge and Skills (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 do not include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).

Evidence includes, but is not limited to:

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

- The grade 2 materials include systematic phonemic awareness and phonics lessons in accordance with grade-level TEKS, but do not provide phonological awareness lessons. For example, according to the grade 2 TEKS, students should distinguish between long and short vowel sounds in one-syllable and multisyllabic words. According to the scope and sequence for the grade 2 materials, lessons address this skill in Weeks 31 and 32 alongside letters during phonics instruction.
- The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with the grade-level TEKS. The materials do not begin with simple skills and gradually transition to more complex skills. For example, students in grade 2 should

produce a series of rhyming words but the lesson materials do not provide rhyming as a skill in grade 2. The online videos on phonemic awareness state that rhyming and isolation skills are discontinued after nine weeks of lessons in the grade prior due to it being considered an "early phonological awareness skill."

- The materials do not include a systematic sequence for introducing phonological awareness activities with grade-level TEKS that begins with simple skills and gradually transitions to smaller units of sound. For example, the phonological awareness skills do not have activities with syllables and immediately start with blending, segmenting, and substituting at the phoneme level.
- The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with larger units of sound and gradually transitions to more complex skills. Week 1 lesson starts with the teacher segmenting the word *mud* and the students have to blend the word back, then the teacher says the word *fed* and the students segment the word into sounds they hear, and finally the teacher substitutes the first sound of a word and the students will say the new word.
- The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with larger units of sound and gradually transitions to smaller units of sound. The program does not include phonological awareness tasks in all lessons. According to the TEKS, students in grade 2 will manipulate phonemes within base words. The scope and sequence states that this is substituting phonemes. Materials lack differentiation between phonological tasks and phonemic awareness tasks.

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

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

- The grade 2 materials provide phonemic awareness and phonics lessons following grade level TEKS, but do not provide phonological awareness lessons. For example, according to the grade 2 TEKS, students should distinguish between long and short vowel sounds in one-syllable and multisyllabic words. According to the scope and sequence, the only time students are exposed to long and short vowels together is in Weeks 31 and 32 in the phonics concept. In this lesson, students use their knowledge of short and long vowel patterns to build words using word construction cards. This activity is a phonics activity and not a phonological activity.
- The materials provide phonemic awareness and phonics lessons following grade level TEKS but do not provide phonological lessons. For example, according to the grade 2 TEKS, students should distinguish between long and short vowel sounds in one-syllable and multisyllabic words. According to the scope and sequence, the only time students are exposed to long and short vowels together is in Weeks 31 and 32 in the phonics concept. In this lesson, students use their knowledge of short and long vowel patterns to build words using word construction cards. This activity is a phonics activity and not phonological.
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- Grade 2 lessons include examples of explanatory feedback for students based only on common errors for phonemic awareness skills, not phonological awareness. For example, linked in the downloadable resources, the materials include the *Phonemic Awareness Corrective Feedback Guide* used to assist educators with corrective feedback and responses for students who may struggle with skills taught. Each skill is listed with errors and examples of a teacher's response that can help a student gain a new understanding of the task or skill.

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)

- Grade 2 materials include memory-building strategies, such as hand motions, in the first four weeks of the program to help students develop, practice, and reinforce phonological awareness skills. Materials include videos with guidance on how to use the hand motions, which are meant to be scaffolded and should be discontinued once students reach proficiency.
- Beyond the initial four weeks of memory-building strategies for phonological awareness skills, materials do not provide a variety of activities and resources, such as manipulatives, for students to develop, practice, and reinforce the ability to visualize sounds in language. This is consistent with the lack of phonological awareness lessons in the grade 2 materials.

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	7/13
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)	0/3
5.D.2b	Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	2/2
5.D.2C	Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)	2/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S)	3/6

The materials do not include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitioning to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors, not 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 for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). Materials do not include a variety of 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 2 materials present phonemic awareness activities at various complexity levels on the same day and therefore do not follow a systematic sequence that gradually transitions to more complex manipulation practices. The material directs teachers to teach three phonemic awareness and phonological awareness skills each day during an 8-12 minute block the first 12 weeks of instruction and present activities teach students to blend, segment, and substitute phonemes in the same lesson. For example:
 - In Weeks 1-3 students blend, segment, and substitute up to three phonemes and in Weeks 4-12 students blend, segment, and substitute with three to five phonemes. Weeks 9-11 have students substituting medial sounds.

- In Weeks 13-34, the phonemic awareness lessons are included in the warm-up for the phonics lesson.

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)

- Materials include recommended explanatory feedback for students based on common errors. *The Phonemic Awareness Corrective Feedback Guide* in downloadable resources provides responses to common errors based on phonemic awareness lessons. For example, if students struggle with blending phonemes, the guide suggests teachers use continuous blending and model how the voice should glide to the next sound. The guide provides errors and an example of teacher responses by skills. For example, for the skill of blending the guide lists an error of a student not blending the phonemes of a word correctly and a teacher response of "When I hear the 4 sounds, /b – l – ö – k/, I can blend those four sounds into the word block. The teacher asks the student to repeat the sounds and the whole word. The teacher models the chopping hand motion and sliding the sounds into a whole word, and students mirror the movements."
- The materials include guidance for feedback to students through professional development opportunities. During the phonemic awareness video in chapter 2, the video provides guidance for teachers to provide corrective feedback for a student struggling with rhyming to say, "We can break a word apart into the first sound and the rest of the word, which is also called the rime" using hand motions as well. Chapter 4 video of phonemic awareness suggests that teachers should encourage students to add, delete, and substitute sounds without any visuals or hand motions for the last four weeks of the school year.
- The phonemic awareness lessons include a phoneme-grapheme connection section at the end of the phonemic awareness lessons in weeks 1-12. The phoneme-grapheme connection starts with blending phonemes and matching the letters to the sounds and then ends with segmenting and spelling words. For example, in week 7, the phoneme-grapheme lesson has students segment words into individual sounds, and then the teacher spells each word on the board.

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

- Materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic decoding. For example, in Week 5, students blend phonemes into words, then the teacher adds print for students to match the sounds. Students will orally blend three sounds into the word *ride*. Next, the teacher will show the word *ride* and students will match the sounds to decode the words.
- The materials include direct guidance for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral to basic encoding. For example, in Week 11, the teacher says, "We segmented words into individual sounds through the air, and now we will match the sounds to print. I will say a word and we will segment the

word into the sounds we hear, and spell each word." The lesson includes a note for the teacher on how to demonstrate.

- The phonemic awareness lessons include a phoneme-grapheme connection section at the end of the phonemic awareness lessons in Weeks 1-12. The phoneme-grapheme connection starts with blending phonemes and matching the letters to the sounds and then ends with segmenting and spelling words. For example, in Week 7, the phoneme-grapheme lesson has students segment words into individual sounds, and then the teacher spells each word on the board.

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 include activities specifically designed to help students reinforce their understanding of phonemic awareness skills. The phonemic awareness lessons teach the same four phonological awareness skills from easiest to hardest daily. For example, in Week 1, the students blend and segment phonemes in words and continue this skill for eleven more weeks. The materials include activities specifically designed to help students reinforce their understanding of phonemic awareness skills.
- The materials include activities specifically designed to help students develop and practice their understanding of phonemic awareness skills. For example, lessons include hand motions to help students visualize blending and segmenting phonemes presented orally. The materials offer guidance in the overview that teachers can use Elkonin boxes, Unifix cubes or felt to represent sounds in words rather than hand motions.
- The phonological awareness activities are completed orally with the teacher. Students use memory-building techniques such as hand or body gestures during the lessons to provide a visual anchor for the sounds they are learning. For example, in Week 3, students learn to use the hand blending motion to help blend phonemes to make words. The guidance for hand motions stop at Week 5, providing teachers the option to drop the visual support.
- The materials do not include a variety of resources for students to develop, practice, or review phonemic awareness skills. Students use hand gestures with the phonemic awareness activities and guidance suggests teachers provide manipulatives for students who struggle with phonemic activities. The materials do not provide student resources to support students in their development, practice, or reinforcement of phonemic awareness skills.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. In unit 1, students learn closed syllables vc/cv. Later in the year in unit 3, students learn syllable division vc/v, v/cv. For example, in a week 3 lesson the objective is to "Identify words with consonant digraphs sh, ch and consonant trigraph tch." While in week 18, a more complex lesson, the objective is to "Build, decode, and spell words with vowels that stand for the schwa sound."
- The grade 2 materials include a systematic sequence for teaching sound-spelling patterns, from simple to complex, across the year. For example, according to the scope and sequence, students learn long vowel teams and diphthongs then transition to silent letters, contractions, and homophones, and end the year with prefixes, suffixes, and final stable syllables. In unit 4, week 17, students decode and spell words with silent letters. The first two days of this week students read and spell the words *wren*, *wrong*, *knock*, and *crumb* and then the next day students read and spell the words *kneepad*, *doorknob* and *wristband*. Throughout the week, students read more words with silent letters and identify the syllable pattern in those words.

- Grade 2 materials include a scope and sequence that outlines the progression of sound-spelling patterns skills, as well as concepts, including lesson objectives. The weekly progression shows an overview of skills and concepts presented throughout the year. Lessons begin with review of short vowel CVC, CCVC words and words with inflected endings. Materials progress into long vowel final silent e then into long vowel teams. Students then begin to spell multisyllabic words with prefixes and suffixes.

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

- The materials include detailed guidance including teacher actions to use during phonics instruction. These routines are grade-level appropriate and aligned with the ELAR TEKS. Grade 2 phonics lessons begin with communicating the objective of the lesson, connecting new concepts to previously learned concepts, and finally teaching the new concepts or skills through the gradual release of responsibility model (I do, You do, We do). For example, in week 26, in the lesson’s opening script, the teacher says, “Yesterday, we worked with the prefix mis-, which means “wrong” or “not.” Today, we will work with another prefix, pre-. The prefix pre-stands for the sound /prē/ at the beginning of words.”
- The materials include specific and precise terms, phrasing, and statements that teachers can use during core instruction. For example, in week 18, the teacher instructs students on the schwa sound at the beginning of words. The script provides guidance for the teacher at any given point of the lesson so the teacher will know exactly what to say and do during guided instruction. A portion of the script reads, Say: “In these words, the vowel a stands for the schwa sound. The word Elyse has the initial schwa sound /ə/, but the vowel e stands for the sound. The word other also begins with the schwa sound /ə/, but the vowel o stands for the sound. Display Sound Wall Card /ə/. Say: Where can you find the schwa sound /ə/ in words? (in unstressed syllables).”
- The scripted lessons provide teachers with explicit and direct instruction for sound-spelling patterns in grade 2. For example, in week 15, the students learn about syllable division VC/V and V/CV with the first two days of the week focusing on the VC/C pattern and the last three days focusing on V/CV pattern. The lesson guides the teacher to model syllable division with the students and asks what kind of syllable pattern they see, then the teacher divides the syllable and reads the word. After the teacher models, the students have the opportunity to build multisyllabic words with the syllable pattern VC/V using individual word construction cards. The students label the vowels and consonants, divide the word, and then decode the word. The lessons continue with this same process for the rest of the week with the skill of syllable division VC/V and V/CV.

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

- The materials include activities and resources to help students develop sound-spelling patterns skills through cumulative review. For example, in week 11, students build, decode,

and spell words with complex vowel /oo/ sounds. The students will take the new skill of complex vowels /oo/ and use previously learned sounds to encode new words. Using the previously taught skills of consonant blends and digraphs, students will spell the words *bloom, booth, troop, rooster, and proof*.

- The materials include a variety of activities for students to practice and review sound-spelling patterns in their individual workbooks, with partners using games, or during whole class activities with decodable passages. For example, in week 9, the warm-up includes a review of r-controlled vowels in words where the students take turns pulling a card from a bag with a written word on it. The students identify the r-controlled vowel in the word, read the word, and then use the word in a sentence. The independent work for this day involves students reading a list of words and sentences with r-controlled vowels and then reading a decodable passage with a variety of r-controlled vowels, high-frequency words, and words with previously taught phonics skills. The wrap-up lesson for this day includes students working in pairs to find and circle all the r-controlled vowels in the decodable passage they just read.
- The materials include activities for students to reinforce their knowledge of grade-level sound-spelling patterns. For example, in week 14, the students learn that a diphthong has two letters and it stands for an unique sound. The teacher uses the “diphthong” poster to reinforce learning. The poster has a picture on the front and a story on the back that the teacher has a variety of words that have the diphthong sound /oy/ spelled with the letters *oi* and *oy*. Students listen for words that have the /oy/ sound and then after the story is over, they name the words heard.

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

- The materials provide a variety of activities and resources to decode and encode words in isolation. For example, in grade 2, week 27, students are encouraged to use syllable boards to build and read words that have the prefix *mis-* and *dis-*. The students also read words in isolation in their student workbook that include previously learned patterns such as the suffix *-ly* and the new spelling pattern in the words *disrespect* and *mismatched*. Later in the lesson, the materials provide a short decodable passages with prefixes. The materials suggest that students read the passage which also includes previously taught skills of words with suffix *-ly*.
- Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound patterns in isolation and decodable connected text. In week 7, students will build and spell words in isolation. For example, students will spell *eating, keys, ways, and greeted* using Spell Tabs. In the READ book the materials include a worksheet for identifying the missing letters and filling in the missing blank with the correct word from the newly learned phonics skill patterns.
- The grade 2 materials include a variety of activities and resources to decode and encode in isolation such as word construction cards, spell tab folders, syllable boards, and word lists. For example, in week 11, students build words with the long vowel sound /oo/ spelled *ew* and

oo. The teacher models how to segment the sounds in the word *blew*, then build the word *blew* with word construction cards, and finally blend the sounds in *blew* to read the word. Students do the same activity with their individual spell tab folders and the lesson continues with more words with long vowel sound /oo/ like: *flew*, *grew*, *spoon*, *smooth*, and *bloom*. This is all done during guided practice where the teacher provides support if needed. Students independently work in their student workbooks to decode words in lists and sentences and write words to fill in sentences.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include brief lessons on targeted words and limit the number of regular and irregular words introduced in a single week. For example, grade 2 students learn four high-frequency words in week 19. The words are regular high-frequency words that follow the phonics spelling pattern taught that week: compound words. The words used in week 19 are: *without, maybe, someone, and something*.
- Grade 2 materials include a systematic sequence for introducing and practicing regular and irregular high-frequency words during direct instruction that aligns with the spelling pattern being taught. The lessons include a systematic sequence of 100 irregular and regular high-frequency words. The instruction of high-frequency words begins in week 1 with the introduction of the new words in days 1 and 2 and the rest of the week is spent on review of the week's high-frequency words. The scope and sequence provides four weeks at the end of the year for review of all 100 irregular and regular high-frequency words.
- The materials organize the introduction of regular and irregular high-frequency words in smaller batches of words that follow a common spelling pattern so that teachers can provide direct and explicit instruction on a targeted group of words. In grade 2, the high-frequency word instruction begins in unit 1. The words are introduced on days 1 and 2 of instruction and

practiced on days 3-5. "Each week, children will learn four new red words, and, when possible, the words will follow the sound-spelling relationship being taught during the week."

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 provide explicit instruction for decoding regular and irregular high-frequency words in the lesson plans. For example, in week 7, the lesson teaches the high-frequency word *means* by showing the card with the word written on it and saying "This word has four sounds: /m/ /ē/ /n/ /z/, means. Say the word with me: *means*. Let's look at the patterns in the word *means*. Letters *e* and *a* are a vowel team and together stand for the long *e* sound, /ē/. The first vowel, *e*, is the leader, and we can hear the long *e* sound. There is a plural *s* at the end of the word *means*." The teacher then explains the word's meaning and uses it in a sentence. Students are asked to think of a sentence using the new high-frequency word.
- The materials include sample scripts for direct instruction of reading and spelling irregular high-frequency words. For example, the grade 2 materials include a script to help understand and read irregular high-frequency words. In week 19, students learn the word *something*. The materials state, "Say: This word has six sounds, /s/ /ə/ /m/ /th/ /ɪ/ /ng/, something. Say this word with me: *something*. Let's look at the patterns in the word *something*." Teachers are provided directions for the encoding of regular and irregular high-frequency words. On day 2, students have the opportunity to encode the high-frequency words, *something* and *someone*, in their READ books. Teachers are provided directions to read aloud to students.
- The materials provide an overview in the form of a video on teaching high-frequency words. Teachers are given the background knowledge of high-frequency words, how to teach it, and the stop sign strategy to use. A stop sign is a signal for the students to stop and think. The video states that these words should not be memorized. The irregular words will have a stop sign under the irregular part of the word, which signals the students "to stop and think about the letters and sounds within the word." The video instructs teachers to, "Explain the phoneme grapheme connection when introducing the words. Point out difficult spelling patterns. Read the sentence on the back of the card."

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

- The materials include various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year. Every week lessons provide opportunities for students to practice words learned on days 1 and 2 of instruction. The materials state, "Words are revisited throughout the week through engaging activities that incorporate decoding and encoding to build automaticity." For example, in week 26, students work with a partner using the current high-frequency words, *below*, *between*, *form*, and *take*, along with previously taught words from week 24 and week 25, *read*, *group*, *open*, *water*, *thought*, and *always*. Students sort the word cards into two stacks based on

whether they have one or two syllables. The lesson instructs the students to “take turns drawing a card from each stack, spelling both words and then using the words in a sentence.”

- The materials include resources for students to develop, practice, and reinforce skills to decode and encode irregular and regular high-frequency words. For example, the first two days of the week are spent explicitly teaching new words and the rest of the week provides practice of those words. The practice opportunities for new high-frequency words include partner activities, games, and reviews. For example, in week 9, students review words learned by turning to a partner and spelling the words together. Then they use the display cards again to check their spelling. Later in the week, students play a partner game of concentration with their high-frequency words and practice reading each word, identifying each sound, spelling the word, and using it in a sentence.
- The materials sequence concepts so that students develop mastery in a set of high-frequency words through direct instruction and practice before spiraling skills for reinforcement so that students independently practice spiraled skills that have been previously mastered. For example, in week 11, students independently read the decodable passage, *The Newborn Moose*, which contains the current high-frequency words: *own*, *even*, *follow*, and *show*, but also contains previously mastered words, *mother*, *world*, and *after*.

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 consistently use activities and resources, such as memory-building strategies for students to master high-frequency words. For example, in week 1, when high-frequency words are introduced, the teacher shows an image of a stop sign and explains that on the high-frequency word card, some words should make a reader stop and think about the sounds the letters stand for. The cards use these memory-building strategies in the words and stop sign images under the letter where the students need to stop and think about the sound. In week 30, the word *head* has a stop sign under the *ea* since it does not stand for the long *e* vowel sound. The stop sign strategy causes students to stop and recall this spelling pattern.
- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words. The classroom kit includes a set of high-frequency word cards for the teacher and 25 for the students to help develop automatic word recognition with a focus on grapheme connections. The student workbooks include decodable passages that have high-frequency words learned that week. For example, in week 29, the words *children*, *person*, *enough*, and *mountains* are in the decodable passage, *Farmer Billy*, on day 4. These words are also practiced in the workbook. Students write the words and read the words in a sentence.
- Grade 2 materials include fluency passages that include newly learned and previously taught high-frequency words. For example, students learn new high-frequency words on day 1 or 2 of the week. These words are taught in isolation with explicit teacher-led instruction. The next 3 days of the week are spent practicing encoding and decoding through partner work, multisensory options for word building, games, independent practice in READ books, and

sentence building. The connected text, in the student's individual workbook, includes decodable words and high-frequency words that contain review words from previous weeks as well as the words they are learning that week. Students also complete a page in their independent workbooks that consists of practicing decoding and encoding each word including using the high-frequency word in context.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The scope and sequence includes a systematic sequence for grade-level syllable types. The scope and sequence include a systematic sequence for grade-level syllable types. For example, in grade 2, students decode and encode words with closed syllables, CVCe syllables, vowel teams including diphthongs, r-controlled syllables, and final stable syllables. Grade 2 students start with syllable division of closed syllables and move into syllable division of VCC, CV, VC, and CCV. Then after explicit teaching of grade-level CVC syllables, vowel team syllables, and r-controlled syllables, students then divide syllables with a combination of the above-mentioned syllables.
- The materials provide lesson objectives that progress from less to more complex skills. For example, grade 2 materials include opportunities for students to apply their knowledge of syllable division patterns with VC/CV words before reading and encodings with VCC/CV, and

VC/CCV syllable division patterns. For example, the scope and sequence shows that in unit 1 students review closed syllable division, then progress to CCVCe words and r-controlled vowel syllable division in unit 2, and VC/V, V/CV syllable division in unit 3.

- The materials provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words, as outlined in the TEKS. The materials provide an instructional sequence for encoding and decoding single-syllable and multisyllabic words. In the scope and sequence shown in unit 1, students begin with words with closed syllables and closed syllable division such as vcc/cv. In unit 3, students learn syllable division with consonant +le words with closed, open, and r-controlled syllables. In unit 4, students learn compound words with two syllables. In unit 5, students learn multisyllabic words with affixes. In unit 6, students are introduced to final stable syllables.

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)

- Grade 2 materials provide the teacher with scripted lessons when teaching syllable division principles. For example, in week 4, the lesson guides the teacher to provide the steps for syllable division: "First, we identify and label the vowels. Ask a volunteer to find and label the vowels in the word. Next, we identify and label any consonants between the vowels. Have a volunteer find and label the consonants between the two vowels. Then we look at the pattern in the word. This word has a VCCV pattern. In this pattern, two consonants are next to each other. We always divide the word between the two consonants. The last step is to identify the syllable types so we can read the word." After the teacher explicitly teaches this concept, students have a time of guided practice with building, dividing, and reading their own words provided by the teacher.
- The materials include scripted lessons that state explicitly what the teacher should say when teaching students to decode and encode syllable types. For example, in week 1, the students learn to decode and encode CVC and CCVC words, and the materials state for the teacher to say, "Every word must have a vowel, and every syllable in a word must have a vowel. Syllables have patterns, too. The syllable pattern in this first word is the consonant-vowel-consonant pattern or CVC. The syllable pattern in the second word is *consonant-consonant-vowel-consonant*, or CCVC."
- The materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode multisyllabic words. For example, in week 29, when teaching the word picture, the script directs the teacher to "Write the word picture on the board and circle the syllable *-ture*. Listen as I separate the word into its syllables: *pic-ture*, *picture*. The last syllable in the word picture is /cher/ spelled *-ture*. Have children use the word picture in a sentence."

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 a variety of activities for students to decode a variety of multisyllabic words such as student individual workbooks and class games. For example, in week 7, students participate in a class game as a warm-up where the teacher writes a variety of words with vowel teams on the board. The students then take turns reading the words on the board and then naming the vowel team that stands for the long a sound using words like *mailed*, *hay*, *pays*, *plain*, *spraying*, and *wailing*.
- The materials include a variety of activities to develop, practice, and reinforce skills to decode and encode one-syllable words. Every day students have the opportunity to build words using their word construction cards based on skills they have learned that week to practice, reinforce, and develop their understanding. For example, in week 19, students use the syllable boards to underline each vowel and identify the syllable pattern to help decode the unknown words. Students complete this process with compound words: *flashlight*, *moonlight*, *stoplight*, and *daylight*. Once students build the first word, they manipulate the parts of syllables to build and decode the new words. This develops, practices, and reinforces skills students are currently learning and previously taught.
- The materials include a variety of activities to develop, practice, and reinforce skills to decode and encode multisyllabic words. For example, in week 28, in the lesson warm-up, the teacher distributes word construction cards with affixes that were previously learned. Students work in groups to create words with either a prefix or suffix and write sentences. In week 31, students use syllable boards to review multisyllabic words with consonant clusters such as *strawberry*, *strongest*, and *springtime*.

Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3) (S)

- The materials provide a variety of activities and resources for decoding and encoding one-syllable words in isolation, with word construction cards, sound posters, and student workbooks. For example, in week 7, students build words with vowel teams *ai* and *ay*. The teacher models how to segment the sounds in the word *braids*, then builds the word *braids* with word construction cards, and finally blends the sounds in *braids* to read the word. Students then do the same activity with their own individual spell tab folders. The lesson continues with more words with vowel teams, like *raining*, *played*, and *days*. This is all done during the guided part of the lesson where the teacher can provide support if needed.
- The materials provide a variety of activities and resources for decoding and encoding multisyllabic words in connected text. For example, in week 7, after students have practiced in isolation with words with vowel teams *ai* and *ay*, the students have sentences and a decodable passage they read independently. The passage, *A Change in the Air*, includes words

with the vowel teams *ay* and *ai* and previous syllable types learned, like CVCe and high-frequency words. The students have an opportunity to respond to the passage read by writing their own paragraph using a writing prompt from their student workbook.

- The materials provide a variety of activities and resources for students to practice decoding skills that were previously taught, as well as those recently introduced. For example, in week 32, during guided practice, students use word construction cards to build, decode, and spell words with the VCV syllable pattern such as *robot*, *closet*, and *panic*. In the student workbooks, during the independent practice, students read words with the VCV syllable pattern and practice dividing each word into two syllables and identifying if the first syllable is open or closed, a skill previously taught.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- According to the scope and sequence, grade 2 materials introduce morphemes from less complex to more complex. The materials include a sequence that goes from less complex to more complex. For example, the affixes are not introduced until unit 5 after students have learned syllable division. In unit 5 students are introduced to words with the affixes *-ly*, *-er*, *-est*, *-un* and *-re*. In unit 6, students learn the more difficult affixes *-tion* and *-sion*.
- The materials for grade 2 include a scope and sequence document that identifies grade-level morphemes. For example, the materials have a two-week review of affixes from grade 1 and then teach grade-level affixes in week 23 with suffixes *-er*, *-est*, and *-ly*. In week 25, the materials teach prefixes *un-*, *re-*, and *dis-*. Then later in the year, in week 29, the materials teach *-ture*, *-sure*, *-tion*, and *-sion*.
- Grade 2 materials organize the introduction of grade-level morphemes in smaller batches of words that follow a common spelling pattern so that teachers can provide direct and explicit instruction on a targeted group of words. For example, in week 26, students build, decode,

and read words with the prefix *mis-* and *pre-*. In this lesson, students review the meaning of the prefixes and identify words using the material's Prefixes and Suffixes Sound Poster. Students work in their READ book to match the missing prefix and read sentences that include the words *prepared*, *misplacing*, *mistaken*, and *preventing*.

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

- Materials include guidance for the teacher to provide explicit instruction for using common morphemes meanings to support reading comprehension. For example, in week 25, in the lesson's wrap-up activity, the materials state for the teacher to ask questions about a prefix, "We learned another prefix today. What is a prefix? (a word part added to the beginning of a word to change its meaning). What two prefixes can mean "not" or "the opposite of"? (un- and dis-) What prefix can mean "again" or "back"? (re-)." Students then name words with this particular prefix and use those words in sentences.
- The materials provide direct teacher instruction for teaching morphemes and their meanings to support students in encoding words. For example, week 25 materials provide a script for teachers that contains the meaning of each prefix as well as examples to help students understand them, "Today, we will focus on adding the prefixes un- and re- to words. The prefix un- means "not" or "the opposite of," and the prefix re- means "again" or "back." Further into the lesson, students use their understanding of the meaning of these morphemes to help them encode words when given a definition. Students practice building, reading, and using the words heat and reheat in a sentence. guiding children to add the prefix re- to the word heat.
- The materials provide explicit instruction on teaching morphemes and their meanings to support students with decoding. For example, in week 23, the students build and decode words with suffixes -er and -est with teacher guidance. The students build the word *fresh* and say it in a sentence like, "The tomatoes are fresh." Then the materials state for the teacher to ask, "What if we want to compare one tomato to another tomato? We could say, "This tomato is fresher than that tomato." What suffix would we add to the end of fresh? (-er)."

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

- In grade 2, students use instructional routines for morphological analysis, such as: sound story posters, word construction cards, and student workbooks. The sound story posters are used for students to hear words with specific morphemes like *-er*, *-est*, and *-ly*. The word construction cards and syllable boards are for students to use to build words with those suffixes and the student workbooks have independent practice of reading and writing words with those suffixes.
- The materials provide a variety of ways to reinforce, practice, and review morphemes as they are taught and review previously learned morphological skills. For example, in week 23, students learn the suffixes *-ly*, *-er*, and *-est*. At the end of unit 5, students read the decodable

book *Below the Water's Surface*, which includes the previously taught skill with words such as *bravely*, *deeper*, and *deepest*.

- The materials include practice activities in workbooks to build on the taught morphological skills and spiral previously learned morphological skills. For example, in week 34, students will review prefixes, suffixes, and syllable division. Students will use syllable boards to divide the words *widest*, *closer*, *bakery*, and *quickly*. Students will play a game provided in the material entitled, Match this Word. Students have cards with either a suffix or a word on them. The teacher will say a word, and if the card has the base word or suffix, students should stand up. When they stand up, they will pair their cards together to build a word. In their READ book students will add a prefix to make a word and then will choose three words with prefixes and write a sentence with each. After reading the story, *The Highest Mountain*, students will work with a partner to find and highlight prefixes and suffixes found in the story.

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

- The materials include activities and resources specifically designed to help students decode and encode words with morphemes in connected text. For example, in week 29, students learn about final stable syllables: *-ture*, *-sure*, *-tion*, *-sion* and additional affixes: *-y*, *-ness*, *-ment*, *-able*, *-ible*. Students practice these skills using the decodable text, *Farmer Billy*. Words used in the text include *fondness*, *possession*, *happiness*, *kindness*, and *expression*.
- The materials include activities and resources for students to decode and encode words with morphemes in isolation. For example, the materials provide word construction cards for students to use to build words with morphemes and individual student workbooks that provide independent practice of reading and writing words with morphemes. In week 25, students build and decode words with prefixes *un-* and *re-* using word construction cards. The teacher reminds the students as they build the words what each prefix means and then asks them what the word means with the prefix added to it. For independent practice that week, students read words in a word list and complete sentences using the correct word from another word list.
- The lesson plans prompt the teacher and students to discuss morphemes (e.g., prefixes, suffixes, roots) as they read authentic text. For example, in grade 2, week 23, students build words with the suffix *-ly*, *-er* and *-est* using syllable boards and word construction cards. The materials include the decodable book, *Below the Water's Surface*, with a scripted lesson for the teacher to review the *-er* and *-est* suffixes.