

IMRA Review Cycle 2024 Report

Publisher Name	Program Name
Wilson Language Training	<i>Foundations Level 2 Classroom Set for 20 & Geodes Level 2 Classroom Library</i>
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:	318 / 340

IMRA Reviewers

Flags for Suitability Noncompliance 0

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

Flags for Suitability Compliance 0

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

Alleged Factual Errors 0

Public Feedback

Flags for Suitability Noncompliance 0

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

Alleged Factual Errors 0

Public Comments 0

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	52 / 53
2. Progress Monitoring	28 / 28
3. Supports for All Learners	31 / 32
4. Phonics Rule Compliance	32 / 36
5. Foundational Skills	175 / 191

Strengths

- 1.2 Unit-Level Design: Materials include comprehensive unit overview, provide content knowledge and academic vocabulary for effective teaching, and suggestions to support families in their students' success.
- 1.3 Lesson-Level Design: Material support educators in effective implementation through intentional lesson-level design.
- 2.1 Instructional Assessments: Materials include a variety of instructional assessments at the unit and lesson level, the definition and intended purpose for the types of instructional assessments, teacher guidance to ensure consistent and accurate administration of instructional assessments, and assessments are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments include standards-aligned items at varying levels of complexity.
- 2.2 Data Analysis and Progress Monitoring: Materials lack tools to assist students in tracking their progress and growth.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 3.3 Support for Emergent Bilingual Students: Materials provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, and support for emergent bilingual students, including resources for dual language immersion programs and metalinguistic transfer.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-

long assessment opportunities aligned to grade-level phonics skills.

- 5.D.1 Phonological Awareness: Materials include a variety of activities and resources for students to develop, practice, or reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.

Challenges

- 1.1 Course-Level Design: Materials do not include the ELPS in the scope and sequence.

- 3.1 Differentiation and Scaffolds: Materials include teacher guidance for differentiated instruction for students but do not clarify language regarding if these resources are for students who have demonstrated proficiency in grade-level content and skill.
- 4.2 Daily Instructional Sequence and Routines: Materials lack varied opportunities for independent student practice.
- 4.5 Progress Monitoring and Student Support: Materials lack progress monitoring frequency.
- 5.B.1 Oral Language Development: Materials lack a variety of instructional methods.
- 5.C.2 Letter-Sound Correspondence: Materials do not include a variety of activities and resources for students to reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in decodable-connected text.
- 5.D.2 Phonemic Awareness: Materials do not include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors.
- 5.E.4 Morphological Awareness: The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.

Summary

Wilson Language Training is a K-2 English phonics program. It offers a comprehensive, structured methodology for phonics instruction, incorporating phonics, fluency, and vocabulary into every lesson. The curriculum offers daily instructional guidance, sequences, and routines, including modeling, guided practice, and reading application. Furthermore, the program includes resources designed to enhance family engagement, such as the Fun Hub Home Support section with parent letters, phonics mini-lesson videos that align with each lesson plan, and teacher resources.

Campus and district instructional leaders should consider the following:

- While the product and lesson plans feature explicit and systematic activities—such as phonics review, vocabulary, and connected text practice—the program does not provide practice with sounds in spoken language. Instead of providing practice with spoken language for phonological awareness skills, the product attaches print to the skills introduced.
- The program includes materials that support phonics development for learners and provides structured routines. However, the activities may not be varied enough to meet the specific needs of all learners.

Intentional Instructional Design

1.1	Course-Level Design	14/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	4/5
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	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, concepts, and knowledge taught in the course. Materials do not include a scope and sequence outlining the ELPS taught in the course. Materials include suggested pacing (pacing guide/calendar) to support effective implementation for 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.

- The *Teacher's Manual* includes a year-long scope and sequence with 16 units and suggested pacing for concepts and knowledge taught for each unit. The "Foundations Level 2 TEKS Supplement" contains a TEKS alignment. A section titled "Foundations Scope and Sequence" in the *Teacher's Manual* outlines the sequence for phonics according to the TEKS.
- A "Learning Community" supplement references Spanish speakers and slower learners. Activities provided suggest the same differentiation implementation as the lessons. The scope and sequence does not outline the ELPS 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, and 210).

- Teachers can access a standard school pacing guide along with a pacing guide applicable to each unit. Pacing begins with an orientation and then outlines Units 1–14 by months and weeks. The "Student Learning Plan" supports teachers with a plan for each week and day.
- Teacher autonomy in adjusting the start date to their specific needs is provided by a fillable chart. A materials outline suggesting three ways to implement instruction is located in a document titled "Implementing Foundations."

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

- The *Teacher's Manual* provides in-depth reasoning for the importance of the foundational skills needed to progress to the next level and includes an overview of the rationale for unit order. The materials outline sequences of instruction and learning activities. "Principles of Instruction" within the overview section states how the units and lessons provide systemic, sequential, and cumulative instruction. Teachers for all grade levels have access to this manual. The section titled "Foundations Scope and Sequence," explains the basic skills learned in level 1 and the readiness skills needed for level 2.
- The *Teacher's Manual* overview of the curriculum includes an explanation of spiraling and concept reinforcement. A column labeled "Introduction" gives guidance on where to review from previous levels for students who may not have been exposed to the Foundations curriculum.

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

- The Tier 1 leveled "Pacing Guide," includes an introduction to new concepts in the unit, a schedule for learning activities, and a student learning plan with daily scripted lessons listed by unit, week, and day. Each unit contains a section with a blue box labeled "In a Nutshell," which outlines the unit's new letters, sample words, and/or trick words taught. An additional blue box labeled "Getting Ready" provides the teacher materials, student materials, suggested home support materials, and a list of activities for review per unit. The materials include a "Learning Plan at a Glance" diagram to support daily lesson planning. The daily plans include guidance and explanation of how to implement daily activities and materials for teachers and students as well as teacher instruction. The guidance materials also include two-toned activity cue cards to guide teachers' lessons. One colored section represents the learning activity procedures.
- The *Teachers' Manual* overview section includes various electronic fillable templates for use throughout the curriculum. These provide two daily learning plans, one reteach, and two intervention plan templates. The "Study Group Guidelines" document outlines guidelines for teachers to create study-level groups.

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

- A program video titled "Webinar Implementation" provides administrators and instructional coaches with guiding principles for implementing the materials. The materials include a document titled "Foundations Expert Tips," which includes a checklist for administrators to check for fidelity in teacher use of the curriculum.
- In the *Teachers' Manual* under "Principals of Instruction," administrators can access resources and guidance that explain each skill, student success, and engagement, differentiation, and ways to help struggling students. Administrators and/or instructional coaches can use a document titled "Learning Activity Self-Study Checklist" with unit and lesson sequences during observation protocols.

Intentional Instructional Design

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

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

Evidence includes, but is not limited to:

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

- The "Big Picture" section of the materials provides a lesson cycle outline for the teacher titled "Plan-Do-Study-Act." The *Teacher's Manual* includes an "Implementing Foundations" section that supports teachers with a comprehensive overview of background and academic content knowledge before each unit begins. Materials contain an overview of each unit's academic vocabulary. Units include an in-depth vocabulary introduction needed for mastery of concepts. Lesson videos provide consistent usage of academic vocabulary as well.
- The "In a Nutshell" section outlines new concepts and pacing of the lessons and provides the background content knowledge and academic vocabulary necessary to effectively plan and teach the concepts. For example, the grade 2 Unit 3 "In a Nutshell" section explains the new concepts students will encounter in the lesson, including "Concept of closed-syllable exceptions, Glued sounds: *ild, ind, old, olt, ost*, Story retelling, Fluent passage reading [and] Vowel teams for reading *ai, ay, ea, ee, ey, oi, oy*." It then describes the sample words and trick words for the lessons as well as guidance on lesson extensions, which the teacher may use to support students without mastery of concepts.

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

- Digital documents, labeled "L2 Home Support Pack" and "L2 Home Support Pack (Spanish)," provide corresponding unit and lesson worksheet activities for use at home throughout the year in English and Spanish. For example, in the grade 2 Unit 6 "Home Support Letter," the introductory letter explains the concepts students learn throughout the unit in parent-friendly language. It also provides cards for parents to encourage students to practice skills at home, such as vowel-teams.

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.

- The *Teacher's Manual* includes a "Student Learning Plan" with detailed lessons for each week and daily lesson skills listed by the unit, week, and day. The "Unit Overview" page titled "The Learning Activity Schedule," provides explicit and systematic instructional routines for learning activities specific to the unit, week, and day lessons. Within the *Teacher's Manual*, the column titled "Preparing Your Materials" provides a comprehensive list of materials and instructional guidance for each unit.
- In the Foundations *Teacher's Manual*, a scope and sequence includes objectives students achieve by the end of each grade level through completing this course. For example, in grade 2, students will "identify parts of words (syllables, base words, suffixes)." This list does not include TEKS aligned to the objective statements. In another chart the skills are broken into the units that they correlate with.
- Within the "Learning Activity Overview" page of each lesson, the teacher guidance supports the teacher by providing a synopsis statement, the materials list for the lesson, and the detailed plans, which include a daily objective, questions to engage students with during the activity, and formative assessments for the lesson. The teacher can view a sample of the lesson in the "FunHub" online tools as well.

- Unit 1, Week 1, Day 1 lesson plan includes a "Student Learning Plan," teacher materials, student materials, activities, and assessments. The lesson plan tasks include systematic and structured instruction, including modeling, guided instruction, differentiation, and independent tasks. This section also provides questions and formative assessments.

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

- In the "Teacher's Manual Learning Activity Overview," the materials include a suggested amount of time for each activity, as well as an implementation overview. The digital resource "Foundations Lesson Planning at a Glance" guides that "Daily Learning Plans" total 30 minutes and contain three to five "Learning Activities" with unit-specific content. The "In a Nutshell" section includes a time allotment for each activity.
- The *Teacher's Manual* provides a pacing guide within the "Learning Activity Overview" with the number of weeks or days devoted to each unit and lesson.

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

- Each unit *Teacher's Manual* provides a guide suggesting ways for teachers to effectively present the lesson throughout the program. The "Getting Ready" portion of each unit includes a list of teacher and student materials needed for each lesson. Supplemental materials afford the teacher many avenues to effectively deliver instruction.
- The "Teacher's Manual Learning Activity Overview" supports teachers in understanding how to use all materials and resources as intended. The manual includes a synopsis, procedures, and resources for differentiation for each learning activity in the lessons. Example activities include "Dictation/Sounds," "Drill Sounds/Warm-up," and "Echo/Find Letters."

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

- In each unit overview of the *Teacher's Manual*, the materials recommend extended practice items and materials needed in lessons to reinforce learning at home. The "FunHub Home Support" resources provide teachers with videos for guidance in using additional print-based practice for lesson extensions and homework. "Getting Started" mentions the home support component to extend learning beyond the classroom.
- "Level 2 Home Support Unit 1" contains materials such as parent letters with descriptions of Unit 1 and provides home activity sheets for students and families to review outside the school. Video materials for unit lessons support viewing for extended practice by students and families.

Progress Monitoring

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

The materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

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

- The materials include a resource library that provides access to a pretest to determine students' initial placement level, unit tests, and probes that serve as diagnostic and formative measures. Materials provide end-of-unit assessments located in the *Teacher's Manual*, for example, Unit 1, Week 2, Day 5 and Unit 12, Week 1, Day 2. Each mid-unit assessment tests a specific task or concept, such as digraph identification and oral reading fluency through a variety of tasks and questions. The assessments vary in types of tasks such as decoding, encoding, comprehension, and fluency. The materials provide formative assessments throughout the units. The materials also include an assessment tool labeled "Test Recording Form/Level 2" specific to each unit with tasks related to the given unit.
- The materials include diagnostic, formative, and summative progress monitoring assessments located in the *Learning Community Progress Monitoring Manual* to be conducted weekly and biweekly. Summative assessments assess overall skills and concept knowledge. For example, in the Unit 2 test, students demonstrate mastery of encoding words with blends and closed syllables, skills students first learned in Unit 1. The assessment asks the teacher to dictate the words as students write. Also, in the Unit 10 test, students show mastery of

concepts such as suffixes, previously taught in Unit 4, and vowel consonant, previously taught in Unit 6. Each unit test in Foundations follows these same principles of incorporating parts of previous units into each unit test to ensure mastery.

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

- The materials include definitions and the intended purpose of instructional assessments. The "Learning Community Program Overview" under "Diagnostic Teaching" includes definitions of diagnostic assessments, formative assessments, and summative assessments. The "Assessing Student Mastery" section of the materials' "K–3 Program Overview" provides a definition of formative assessments as informal quick checks for students' understanding with the purpose of informing teachers of instructional needs in the moment.
- In the "General Description" section of the *Leveled Progress Monitoring Teacher's Guide* appearing in the "Learning Community Resource," the materials state, "Progress monitoring is a process used to measure what students know compared to the skills expected to be learned in a curriculum. Progress monitoring is helpful in assessing the responsiveness of Tier 2 students but can be used with Tier 1 students as needed."

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

- The materials provide clear, concise guidance to the teacher on how to administer the assessment equitably for students. A separate progress monitoring handbook in the "Learning Community Resource Library" for the beginning of the year through the end of the year guides teachers in administering accurate and consistent assessments. A "Learning Community Resource" video showcases a teacher modeling the correct administration of a beginning- to mid-end-of-year progress monitoring of sound identification, sound automaticity, and letter-naming tests. The "Learning Community Resource Library" lists a "Unit Test Scoring Guidelines" document which states the benchmark as 80 percent for all unit tests for level K–2. Assessment instructions located in the document titled "Progress Monitoring, Teacher Record Level 2 (Mid-End Year)" include guidance for when to administer tests in the school year and allotted time for each tested measure.
- The scripts accompany each assessment for the teacher to remain consistent with administration to each student. For example, the *Level 2 Progress Monitoring Manual* states the following: "When I say begin, start to read the story to me. If you come to a word you do not know do your best to read it. I am going to time you while you read, but most importantly, read it well so that you can tell me all about it afterward. Are you ready?" Another example provided in the *Level 2 Teacher's Manual* states the following: "Display Words. Put selected word cards in a pocket chart. Question students about the words' structure and meaning. Students can use dry-erase markers to mark up the words on Word of the Day Cards. Instruct Students. Which suffix is used to show someone who does something? Find words with a vowel suffix."

Find words with a consonant suffix. Find words with two syllables. How do you know where to divide these words?"

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

- The materials provide teachers with a TEKS document aligned to all learning activities and assessments (e.g., the "Level 2 Unit 1 Teacher's Guide Unit Assessment"). The materials include lessons that outline how the materials teach specific concepts and skills that correlate to TEKS.

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

- The materials include a separate document that lists the TEKS. The materials are aligned to the objectives of the unit and correlate to the standards. For example, *Level 2 Progress Monitoring Teacher's Guide* states the beginning-to-mid-year oral fluency benchmark as 72 words read correctly at a 90 percent accuracy rate. In contrast, the end-of-the-year benchmark is 89 words read correctly at a 90 percent accuracy rate.
- Assessments provide dictation to write sounds or letters or orally read sounds. The online assessment bank offers different unit tests, materials, and resources. Instructional assessments and scoring information provide guidance for interpreting student performance. For example, in the *Teacher Manual* it explains, "Extend the time in this Unit if 80% of the class does not demonstrate mastery (80%) on the Unit Test. A Unit Test Tracker is available on the Foundations Learning Community in Wilson Academy under My Resources. This valuable online resource will allow you to track individual student mastery as well as to evaluate readiness of your class to move on. For struggling students, meet with them individually to discuss errors and explain areas that need to be further practiced." Additionally, the *Foundations Grade 2 Teacher's Manual* explains, "For students who are identified as struggling or at-risk readers, instruction should include the Foundations Standard lesson and an intervention lesson targeting areas of difficulty..." and "If a student is not showing adequate progress along the aim line to reach the benchmark, see below for suggested additional Foundations activities. These activities are incorporated into the intervention lesson plan and may need to be done in a smaller group or 1:1 to target specific skills as needed."

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 responding to student performance. Instructional assessments and scoring information did not provide guidance for interpreting student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials do not include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

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

- The *Teacher's Manual* includes scoring guidelines and intervention activities for students scoring below the 80 percent benchmark on unit tests and progress monitoring. The materials provide a *Progress Monitoring Teacher's Guide* with the following subsections: "Getting Started," "Administration Guidelines for Measures," and "Additional Support to Target Specific Skills." A section in the *Teacher's Manual* models how to chart students' performances and track them over time to evaluate student progress.
- The materials give guidance for responding to student performance by suggesting teachers extend time in the unit if less than 80 percent reach mastery as well as meeting with struggling students individually to discuss errors and explain further practice needed. The materials give teachers suggestions on videos, small group lessons to revisit, or activity pages for additional practice as needed.

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

- The materials provide a *Teacher's Manual*, "Intervention Inventory," and *Progress Monitoring Teacher's Guide* with additional activities to support struggling learners. The *Progress Monitoring Teacher's Guide* provides these materials at the end of the manual. The "Level 2 Additional Support Activities" include resource material on instructional strategies to use to support students who need one-on-one target-specific skills. The "Level 2 Home Support Activities: Practice at a Glance" contains resources with activity name, purpose, and location for targeted practice of skills for students.

- An intervention inventory document appears in the "Learning Community Intervention Guide" and supports teachers by directing them on how to utilize students' probe results to plan more intense interventions.

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

- The materials provide teachers with graphs and data trackers for teacher use in student tracking. For example, the materials provide unit test trackers in the "Assessment and Test" section of the online components which are teacher resources for tracking data. The *Progress Monitoring Teacher's Guide* located on the "Learning Community" online also provides trackers for teachers to implement in progress monitoring. The materials state the student record and recording forms can be used with students.
- The materials include unit test trackers for individual students on the Foundations Learning Community. The publisher indicates these should be shared and discussed with students so they can see their progress and identify areas they need to improve.

Supports for All Learners

3.1	Differentiation and Scaffolds	7/8
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.	2/3

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

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.

- Each overview provides differentiation for activities and instruction for the lesson. The materials provide teachers with differentiated paired (scaffolded) instruction during whole-group lessons. See the differentiation section in "Learning Activity Overview Echo/Find Word" for an example. A year-long intervention chart supports teachers with daily 15-minute targeted lessons for below-grade level students per week. The "Targeted Instruction" weekly planner located in the online "Learning Community" section of the materials, provides teachers a section of additional support activities to use with students who have not attained proficiency in grade-level skills.
- Unit 3 of the *Level 2 Teacher's Manual* includes guidance for teachers to differentiate by the following closed syllable activity: "Many students confuse flued sounds that are visually or auditorily similar (such as *-ong*, *-ung*, *-ind*). Designate struggling students to act as experts and select them to frequently model the letter, keyword, and sound card during the Drill Sound/Warm-Up portion of lessons."

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

- The Foundations "Scope and Sequence" in the *Teacher's Manual* includes letters, letter sounds, and vocabulary words introduced per unit. Lesson plans review previously taught vocabulary skills in "Drill/Sound Warm Up" before introducing a new concept. The "Introduce New Concept" section of the lesson explicitly teaches new vocabulary. Taught skills are spiraled throughout the daily lessons before introducing a new skill. The "Word Talk" section of lesson plans reinforces vocabulary. Students decode and discuss the word structure and meaning of previously taught words before attempting new words for the lesson. The "Word of the Day" section reviews words from the current unit and discusses vocabulary words in the unit by providing structured opportunities for students to practice and review past concepts and vocabulary while building, tapping, and reading words. Materials include a "Vocabulary Dictionary" to write the letter that matches the sound/word and "Storytime." In the "Teacher's Note" section of the classroom library, *Geodes* (decodable readers) outlines vocabulary words to preteach. A "Student Dictionary/Notebook" in the materials enables students to write unfamiliar vocabulary words, phrases, and dictated words, letters, and sounds.
- A lesson activity titled "Expanding Vocabulary in Foundations Spelling" in the "Learning Community" section states the following: "After students have written and proofread, the teacher quickly directs students to think about word meaning by telling them to reread and erase based on hints the teacher provides." For example, the teacher says, "Erase the word that is the opposite of agreement." Students must select from a list of words, such as *confuse*, *dispute*, and *try*.

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

- Weekly lesson plans for each level's *Teacher's Manual* guide the extension activities for grade-level and/or skill-proficient students. The "Targeted Instruction" resource and "Foundations Practice Guide," located in the materials' "Learning Community," guides teachers on ways to enrich, extend, or differentiate instruction and activities for students who have demonstrated grade-level and/or skill proficiency. The differentiation section of weekly lesson plans contains activities for below-, on-, and advanced-level students.
- The provided online supplementary resource document, entitled *Foundation Practice Book Guide*, provides materials for students to practice taught skills outside the regular 30-minute Foundations lessons, for example, at home, in small groups, or independently. Documents provide the teacher with examples of targeted skills for practice, such as the alphabetic principle, word structure, trick word practice, comprehension, fluency, and vocabulary.
- The section titled "Differentiation" of the *Teacher's Manual* "Learning Activity Overview" provides the following example of recommended differentiation: "Advanced students can be challenged by alphabetizing tiles on the blank side of their Letter Board." A video demonstration located in the "Learning Community" outlines how to teach students to extend vowel sounds during the "Drill Sounds" portion of a lesson.

- Materials include teacher guidance for differentiated instruction for students but do not clarify language regarding if these resources are for students who have demonstrated proficiency in grade-level content and skill.

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).

- "Unit Orientations" provide guidance, modeling, and explanation for teaching each activity. Scripted daily lessons in each unit of the *Teacher's Manual* include instructional routines with explicit prompts and supports for teacher modeling and communication of concepts. The learning activities reference whole-group instruction, provide differentiation instructions for small groups, and reference online resources for small-group activities. "Learning Activity Overviews" include guided instructions for activities and "Activity Cue Cards" that can be printed and displayed for teacher's use.
- "Activity Cue Cards" accompany the "Activity Overview" in the *Teacher's Manual* and are divided into three distinct sections: what the teacher does, what the teacher says, and students' responses. The materials' "Activity Cue Cards" provide explicit prompts and guidance to support teachers' modeling and explanation of each lesson's content.

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

- Materials throughout the program such as videos, "Home Support Packet," and student interactive learning hub offer guidance and recommendations for a variety of instructional activities. The "FunHub" and "Learning Community" provide the needed support for teachers to facilitate effective lesson delivery and suggest varied learning tasks that allow exploration and experimentation by the student. "Learning Activity" recommendations allow the students

to explore hands-on activities, independent practice, and game-like tasks. These materials suggest strategies for all levels of ability.

- The online "Learning Community Resource Library" provides full-lesson videos that show teachers how to deliver and facilitate lesson components, such as "Drill Sounds/Warm-Up," "Word Talk," "How to Trick Word Reading," and tapping/marking unfamiliar words. Each unit in the materials' "Teacher's Guide" provides varied lesson activities, such as "ABC Order," "Storytime," "Word Play," "Make It Fun," and "Trick Word Practice." "Activity at a Glance Cue Cards" provide teacher guidance and recommendations for effective lesson delivery and facilitation. Cards support varying activities and 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.

- The *Teacher's Manual* quotes a gradual release model offering multiple types of practice in whole-class, small-group, and one-on-one settings. In the sample completed "Intervention Learning Plan" template appearing in the "FunHub," teachers lead students in whole-group choral fluency drills, then have them echo real words, trick words, and nonsense words individually.
- Lessons include guided practice structures for small-group, whole-group, and individual practice. Unit 1, Week 1, Day 3 "New Concepts" section provides a guided practice example. The teacher holds up the sound cards for students to build and tap out words while the teacher monitors, scaffolds, and reminds students that the word *slip* has a blend and the letter *s* and *l* will have their own card, unlike the *sh* card. Independent practice structures included in the *Teacher's Manual* and online resources provide only worksheets and student notebooks.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	11/11
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.	2/2
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 various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language. Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

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

- The materials provide generalized guidance for teachers to lead students in identifying word meanings. Guidance references students who require differentiated instruction, for example, English learners (ELs) and students with a language-based learning disability in the "Learning Activities Overview" and "Unit Introduction" sections of the *Teacher's Manual*. This material gives guidance to support EL students by enhancing explicit instruction with visual, physical, and kinesthetic methods. The document references additional suggestions to the teacher to support ELs, such as providing ample opportunities for students to practice phonemes that are not present in students' native languages, using chaining activities to differentiate sounds, and sound-tapping techniques to help with sound identification. Teachers use modeling and the materials' reference posters along with student notebooks to write ABC order, trick/nonsense/real words, and syllable/sentence frames.

- The Foundations Alignment with English Language Proficiency Standards document includes sections dedicated to language acquisition in the areas of learning, listening, speaking, reading, and writing. Within each section the guidance supports the teacher with prerequisite skills required for language acquisition and what activities to use for addressing skill-building activities. For example to distinguish sounds and intonation patterns of English, provide students with multiple opportunities to learn distinct sounds in English words for phonemic awareness activities that can be found in daily lessons, Echo/Find Letters, Dictation/Sounds, Dictation/Words, Storytime, Storytime Extension activities.
- The "ELL Lesson Plan Template- Level 2 Unit 2-5 MLL /EB Weekly Intervention Plan" and "ELL Lesson Plan Template- Level 2 Unit 2-5 MLL / EB Tier Daily Planner" supports the teacher in creating daily lesson plans to address linguistic accommodations for Speaking, Listening, Reading, and Writing in alignment with the ELPs.

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

- Documents in the "Intervention" section of the "Learning Community Resource" state that teachers may use the materials with English language learners. The document provides information for the teacher on how each level of Foundations incorporates instructional strategies for English learners to read and write in English. The document informs the teacher about the use of teaching techniques of modeling, scaffolding, and hands-on activities to enhance skill mastery. The "Storytime Activities" provide information for the teacher on how storytime involves listening, reading, and writing activities with narrative and informational text. It goes on to explain how Foundations curriculum supports multilingual learners with "Storytime Activities" in unit lessons for the development of emergent literacy skills. "Storytime Activities" incorporate learning strategies: print awareness, choral reading, paired reading, fluency, comprehension strategies, story retelling, and learned vocabulary.
- The "Foundations Expert Tips" document provides scaffolded instruction and lesson activities for Multilingual and EB students. The material provides information and guidance for activities that can be used within different Unit lessons to support ELPS such as Dictation activities, Drills/Warm-ups, Echo activities, Sky Write/Letter Formation, Letter-Keyword Sound, Student Notebook, Trick Word Practice, Make it Fun activities, Storytime and Word Play.

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

- Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through oral discourse. The materials provide two documents that state how the material helps English language learners as a generic overview. In the online "FunHub," the "Getting Started" section suggests using the tabletop version of the program's reference posters to support English language learners' development. The material

gives guidance to support ELs by enhancing explicit instruction with visual, physical, and kinesthetic methods.

- The materials include embedded guidance for teachers to support emergent bilingual students in building background knowledge and comprehension through oral discourse. The document references additional suggestions to the teacher to support ELs, such as providing ample opportunities for students to practice phonemes that are not present in students' native languages, using chaining activities to differentiate sounds, and sound-tapping techniques to help with sound identification. The materials provide letters/letter sounds, vocabulary, and comprehension strategies such as sound tapping, choral reading, and fluency practice that are spiraled throughout the unit lessons and levels.
- The materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through written discourse. Learners use a "Vocabulary Dictionary" and "Student Notebook" in the materials for their academic vocabulary development. Materials provide embedded (written) guidance to the teacher for lessons, content, or instructional strategies for the teacher to effectively teach the state-approved ESL program or connection to ELPS. 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 through planning using the "ELL Lesson Plan Template - Level K Unit 2-5 MLL/EB Weekly Intervention Plan".
- The document titled Cross-Linguistic Connections and Foundations: Level 2 guides the teacher with additional activities and instructional support for Phonology, Morphology, Syntax and Grammar, Semantics, Pragmatics, and Communicative Competence. This material provides tips to support emergent bilingual students in Unit lessons. For example in the "Introduce New Concepts-Letter-Keyword-Sound" teacher tip suggests the teacher review letter-sound association and build metalinguistic awareness by making comparisons to the student's primary language. In the "Drill Sounds/Warm-up" Section the guidance encourages the teacher to provide time to practice letter-sound associations and attend to sound patterns that are not like the student's primary language. Within the "Word of the Day" Section for all units the material suggests when the students generate sentences for the Word of the day, the teacher should model how to change the meaning of the word with voice tone. Also, this recommends the teacher explains the use of different end marks to show meaning.

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 "ELL Lesson Plan Template- Level K Unit 2-5 MLL /EB Weekly Intervention Plan" and "ELL Lesson Plan Template- Level K Unit 2-5 MLL / EB Tier Daily Planner" supports the teacher in creating daily lesson plans to address linguistic accommodations for Speaking, Listening, Reading, and Writing in alignment with the ELPs.
- The document provides information for the teacher on how each level of Foundations incorporates instructional strategies for English learners to read and write in English. The document informs the teacher about the use of teaching techniques of modeling, scaffolding,

and hands-on activities to enhance skill mastery. The material provides information and guidance for activities that can be used within different Unit lessons to support ELPS.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials provide systematic and sequential instruction of phonics and foundational skills. The *Teacher's Manual* scope and sequence begins with reviewing concepts learned in "Level 1 Foundations" and then increases in complexity by building on prior knowledge throughout the units. For example, Unit 2 provides instruction on glued sounds: *am, all, an, ang, ing, ong, ung, ank, ink, onk*, and *unk*; Unit 8 introduces *r*-controlled syllable type with sounds of *ar* and *or*; and Unit 17 builds the concept of consonant *-le* syllable type and reviews all six syllable types. Units 3–15 provide systematic instruction in the "Level 2 Introduction" of each unit, in activities titled "Echo/Find Words," "Word of the Day," "Word Talk," and "Make It Fun." The *Level 2 Practice Book*, found in the "Learning Community," *Foundations Practice Book Guide* online, provides the targeted skills for each unit.
- The "Trick Word List" (this program's name for high-frequency words), located in the "Learning Community," provides an explicitly systematic and sequential approach to instruction. The Trick Words' complexity increases as the year progresses. For example, Unit 3 covers *as, has, to, into, we, he, she, be, me, for*, and *or*; Unit 8 covers *would, could, should, her, over*, and *number*; and Unit 14 covers *water, called, day, may*, and *way*.

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

- Materials provide explicit phonics instruction with lessons that include modeling, guided practice, and independent practice (which follow the "Gradual Release of Responsibility Model"). An example of this appears in the "Word of the Day" activity in Unit 5, Week 2, Day 3 located in the *Teacher's Manual*. The teacher builds the "Word of the Day" (*kindness*). As the teacher builds the "Word of the Day," the teacher and students scoop the word, underline the base word, and circle the suffix. The teacher then builds more words from the unit, and students repeat the activity. Then, the students independently write a sentence using the "Word of the Day" in student notebooks. Additionally, daily lessons in the *Level 2 Teacher's Manual* show teacher-led activities and intentional phonics instructional opportunities that include the "Gradual Release of Responsibility" method, such as in Unit 10, Week 1 activities, "Teach Marking of Double Vowel Syllable." Instructions state, "Tell students that they will be learning many double vowel combinations for the 'D' type of syllable. Write the word *train* on the board. First, scoop or underline the syllable, and write a *d* underneath to indicate the syllable type is a double vowel. Then circle the *ai* combination. Explain that we circle the double vowel combination to remind us to use the keyword to say the sound. Make several other *ai* and *ay* words. Have students read the words and call on a student to come up and mark the syllable type. *Student Notebook* entry—Have students add examples of one-syllable, double vowel syllable words and mark them on the 'Vowel Digraph/Diphthong' page in the 'Syllables' section of their *Student Notebooks*. Later, in Week 2, they can add examples of multisyllabic, double-vowel syllable words."
- Materials include intentional daily opportunities for phonics (sound-symbol correspondence) skills. For example, in level 2, the "Online Resources" by unit include videos of teacher-led phonics lessons for targeted instructions. Video lessons follow the modeling, practice, and feedback format for lesson activities. The activity "Spelling Words with Glued Sound -all" provides an example.

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

- The *Level 2 Teacher's Manual* includes the practice of phonics skills in isolation in the "Echo/Letter Formation" daily activity as well as the "Drill Sound/Warm-Up." For example, in the "Drill Sound/Warm-Up" in Unit 1, Week 2, Day 5, the activity teaches sounds in isolation using sound cards. The material suggests flashing the previously learned sound and new sounds introduced for the day and for students to repeat the sound. Unit 8, Week 1, Day 2 of the *Teacher's Manual* "Word Play" provides another example. The teacher writes the word *harm* on the board, circles the *ar*, and reteaches vowel -*r* syllables as students build *harm* with their magnetic letters.
- In the *Teacher's Manual*, both learning skills in isolation and decoding text appear in the "Word Talk" and "Word of the Day" activities. The "Activity Overview" section of the *Teacher's Manual* explains the activities. The design of "Word Talk" activities focuses on practicing decoding, reviewing past concepts, and learning vocabulary. This activity helps to develop accuracy and automaticity of word reading. It also solidifies the conceptual understanding of word

structure. In "Word of the Day" activities, teachers make the "Word of the Day" provided in the unit. For example, they make one-syllable words with the "Standard Sound Cards" and write multisyllabic words on "Syllable and Suffix Frames." They decode the word with students, ask if anyone knows what the word means, and discuss it.

- Unit 8, Week 1, Day 3 in the *Level 2 Teacher's Manual* provides practice for phonics skills in isolation and decodable text. An example of decoding text is associated with "Story Time." For example, students use decodable text to enforce their prior knowledge of phonics skills by using the story provided, "Changing Places," found in the "Learning Community" under "Teacher Resources." *Geodes*, the program's decodable books, which are aligned with each unit/lesson provide connected text that incorporates the phonics skills for the week. For example, in *The King and The Sandal*, students review multisyllabic words with two closed syllables.

Materials include opportunities for cumulative review of previously taught skills.

- The cumulative review of previously taught concepts is evident in "Unit Tests" across all levels, as well as through embedded skills within daily lessons. The *Level 2 Teacher Manual* emphasizes ongoing review through daily observations of activities like "Drill Sounds/Warm-Up" and "Word of the Day." "Unit Tests" assess student mastery of these skills, with guidance to extend units if class mastery falls below 80 percent. For example, Unit 5's test prompts students to locate test pages in their *Composition Books*, write dictated sounds, words, and sentences, and independently write them using their *Student Notebooks*. Students also practice phrasing sentences by scooping. Additional support and progress-monitoring tools are provided for students receiving intervention. In addition to "Unit Tests," cumulative reviews are integrated into daily lessons.
- Materials include a review of content from the previous year in Unit 1 of level 2, progressing in complexity throughout the year. This includes reviewing concepts such as letter-keyword-sound for consonants and vowels, consonant digraphs, digraph blends, consonant blends, and more, as outlined in the *Level 2 Teacher's Manual* "Scope and Sequence." During Unit 5, Week 2, Day 1, in the "Word of the Day" activity, new suffixes are introduced, and students practice identifying and using them with previously learned vowel and consonant suffixes.
- Daily reviews of sounds in "Drill Sounds/Warm-Up" sessions at the beginning of each lesson reinforce previously taught and current sounds. Unit 6, Week 2, Day 3 of the *Teacher's Manual* provides an example, under the activity "Drill Sounds/Warm-Up," where vowel -r combinations are reviewed.

Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	6/8
4.2a	Daily lessons include explicit (direct) instruction with teacher modeling.	1/1
4.2b	Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.	3/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	2/4

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

Evidence includes, but is not limited to:

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

- In the *Teacher's Manual*, the "Introduction" guides teachers through structured lessons that employ the "I do. We do. You do." model to shift students towards independence gradually. The program emphasizes teacher modeling for clear and direct instruction. The *Teacher's Manual* features Activity Cue Cards within its "Learning Activity Overview," designed to facilitate systematic instruction using the Gradual Release Model daily, particularly focusing on learning vowel-*r* combinations. In addition, the materials include activities like "Word of the Day," outlined in the Learning Activity Cue Card. For example, in Unit 1, Week 1, Day 2, teachers engage students by modeling how to decode and mark words as well as practicing previously learned and current vocabulary.
- In Unit 10, Week 1, Day 2, "Teach Echo/Find Letters" focuses on teaching new sounds such as /ai/ and /ay/. Teachers model word creation with sound cards, encouraging student participation with magnetic letters and reinforcing spelling rules using resources like the student dictionary.
- In Unit 8, Week 1, Day 1, teachers guide students in identifying and marking *r*-controlled syllables using Standard Sound Cards. Teachers model how to build words like *barn*, discussing it being an *r*-controlled syllable and marking it accordingly. Students then practice tapping and reading words with /ar/ and /or/, understanding how the presence of *r* affects vowel pronunciation.

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

- The program emphasizes direct and explicit guided instruction, ensuring immediate corrective actions. The Level 2 curriculum provides comprehensive teacher guidance across these components. Daily systematic lessons begin with explicit teacher modeling and guided practice before students practice independently. During "Dictation (Dry Erase)" activities, students repeat the teacher's prompts and then proceed to write three sounds, three words of the week, two trick words, and a sentence. In Unit 5, Week 2, Day 3, the "Word of the Day" activity focuses on the word *kindness*, where teachers guide students as they annotate and practice marking syllables, base words, and suffixes. They subsequently write independent sentences using the word of the day. In Unit 7, Week 1, Day 1, teachers teach marking open syllables using Standard Sound Cards to illustrate syllable segmentation. Students apply this by coloring vowel pictures for open syllables and documenting examples in their student notebooks. The *Teacher's Manual* provides comprehensive guidance for varied "Dictation" activities, ensuring direct and explicit instruction with opportunities for immediate feedback and corrective actions. For instance, in Unit 14, Week 1, Day 1, during "Introduce New Concepts," materials guide students in learning the new sound /ow/, and students explore its dual pronunciation (/o/ as in *snow* and /ou/ as in *plow*). Next students practice word-building and rule explanation activities, reinforcing understanding through interactive tapping exercises and notebook coloring tasks.
- Immediate and corrective feedback opportunities are embedded within "Word of the Day" practices. Materials equip teachers with strategies to achieve these objectives. For example, in Level 2, Unit 15, Week 1, Day 1, the lesson "Introduce New Concepts" involves teachers constructing several words with the /oo/ sound using spelling such as *ou*, *ew*, *oo*, and *ue*. Students sound out and read the words as teachers provide feedback and guidance. Teachers refer students to sound card visuals if they struggle to decode words, reminding them of previous learning about the sound /ou/. The lesson also guides students who make errors to try using both of the sounds for *ou* in the words, referencing the key words and picture clues *soup* and *trout*.

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

- Level 2 provides systematic daily lessons with ample opportunities for independent practice and guided instruction. Materials provide daily lessons, emphasizing repetitive instruction focused on letter names, sounds, associated keywords, and correct letter formations. Unit 4, Week 1, Day 2 "Word of the Day" activity, prompts students to analyze the suffix *-er* by marking up words and using them in sentences independently. In Unit 8, Week 4, Day 1, students learn the letter *t* through modeling and grid-based writing activities, as demonstrated in the "FunHub Unit Orientation Video." Unit 9, Week 1, Day 1 "Introduce New Concept" section provides an example of independent practice where students review *r*-controlled syllables (*er*, *ir*, *ur*) and add examples of these syllables in their student notebooks. This activity encourages independent practice by marking up examples of one-syllable and multisyllabic words

containing these syllables. Other whole-group activities include "Drill Sound/Warm-ups," which help students master letter-sound associations through repetitive practice. "Trick Word Practice" guides students in using and reviewing trick words independently, enhancing their mastery of spelling and recognition. Although the daily lessons primarily focus on whole-group instruction and independent practice, the Online Learning Community provides additional support activities designed for small-group interventions and individualized practice. These intervention resources offer teachers flexibility in designing lessons that cater to specific student needs outside of the Tier 1 daily lesson plans.

- Although the daily lessons provide ample opportunities for independent practice and guided instruction, they do not consistently include daily collaborative learning activities such as partner and small-group learning. For example, the *Foundations Practice* book includes some evidence of partner work tasks and the "Challenge" Tasks support collaboration; however, these do not occur daily. Additional support and intervention materials are available for targeted student needs through the Online Learning Community and may include collaborative learning activities.

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 *Level 2 Teacher's Manual* emphasizes cumulative review and practice throughout each unit. The weekly activity "Echo/Find Words (Multisyllabic Words)" supports students in breaking down words into syllables orally and spelling them syllable by syllable. Similarly, the activity "Echo/Find Words" offers a cumulative review of sounds. For example, in Unit 3, Week 1, Day 1, the teacher dictates a word like *cold*, models tapping out its sounds, and has students repeat and build the word using "Standard Sound Cards." This activity is designed to reinforce both new and previously learned words.
- Daily activities like "Drill Sounds/Warm-Ups" help students reinforce their knowledge through memorization of letter-keyword-sound associations. Students independently recite the letter name, keyword, and sound using "Large Sound Cards." Materials provide an example in Unit 6, Week 3, Day 3 of the *Teacher's Manual* under the activity "Drill Sounds/Warm-Up

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

- The materials provide teachers with ample opportunities for students to apply skills taught explicitly. For example, in level 2, Unit 2, Week 1, Day 3, the materials continue to provide practice opportunities where teachers model and teach glued sounds like *-all* using words such as *stall*. The lesson involves guided practice with tapping out words and using them in sentences, culminating in independent practice with writing and dictation. Additionally, level 2, Unit 4, Week 1, Day 1 introduces new concepts such as base words and suffixes (*-s* and *-es*). The lesson begins with building word maps using "Standard Sound Cards" and progresses to discussing how suffixes make words plural. This approach encourages students to apply

their learning. Another example provided in Unit 13 focuses on closed exceptions. Teachers explicitly teach this concept, guiding students through lessons and providing practice opportunities. An illustration can be seen in Unit 13, Week 2, Day 5, where students work on marking up words and understanding closed exceptions.

- Furthermore, in level 2, Unit 5, Week 2, Day 3, the "Word of the Day" activity focuses on words like *kindness*. Here, the teacher guides students in marking up the word by scooping it, underlining the base word, and circling the suffix. Students then independently write sentences using the word of the day in their notebooks. In level 2, Unit 9 of the *Teacher's Manual*, students practice *r*-controlled sounds. The teacher explicitly teaches sounds like *er*, *ir*, and *ur*, demonstrating each with "Large Sound Cards" and having students repeat the letter-keyword-sound associations. An example occurs in Unit 9, Week 1, Day 1, where students engage in the "Word of the Day" activity, reinforcing these skills.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The *Geodes* "Classroom Library" offers decodable texts that reinforce cumulative practice of taught phonics skills. For instance, several level 2 *Geodes* "Classroom Library" titles include the following: *Leaves and Seed Stash* (teaching vowel teams), *Cranberry Crop* (introducing multisyllabic words with blends), and *Daytime Darkness* (focused on compound words and words with suffix endings). In level 2, Unit 3, teachers are instructed to project and guide students through the story "Cod Fish" during the "Storytime" activity in the "Learning Community." This activity involves reading and scooping phrases within sentences that feature sound/spelling patterns from current and previous units. Example sentences from "Cod Fish" include "Jack had a net to get a cod fish for Jed, the cat. Jack sat on a rock with his net."
- Students across levels 1 and 2 engage with *Duet Books* available in the *Geodes* "Digital Classroom Library." These books are designed with a minimum of 80 percent of words containing phonetic elements and trick words explicitly taught, as indicated on each book's back cover.
- In Module 4, the *Geodes* "Classroom Library" books provide opportunities for students to practice previously learned skills. For example, in Module 2, Set 4, students read four fictional texts that incorporate the practice of suffix -s, which was previously learned in "Foundations" lessons.

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

- Teachers have access to resources that focus on practicing long vowel sounds at the end of open syllables in level 2. Furthermore, level 2 provides explicit instruction and practice in sound-spelling patterns. For example, in Unit 2, Week 1, Day 2, the "Echo/Find Word" activity guides teachers to dictate words like *fill*, prompting students to tap out sounds, build the word with "Standard Sound Cards," and understand the concept of doubling consonants in certain situations (e.g., *puff*, *hall*). Moreover, teachers in level 2 also utilize "Drill Sound/Warm-Up"

activities, such as those in Unit 1, Week 2, Day 5, to reinforce sound mastery through daily practice using sound cards. Lastly, teachers have access to decodable books aligned with unit phonics skills, such as *Slug Study*, which provides cumulative practice with consonant and digraph blend words and reinforces print awareness through activities involving book titles and covers in the *Geodes* "Classroom Library."

- In a level 2 video found in "FunHub," students engage in practicing "Trick Word" flashcards individually. Some of these trick words include *where*, *there*, *here*, *any*, and *many*. Afterward, students take turns identifying these words within complete sentences after reading them aloud. In Unit 7, students learn to form multisyllabic words like *humid*, *remote*, and *music* by combining open, closed, and silent -e syllables. They then read sentences containing words with various syllable types.

Phonics Rule Compliance

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

The materials include a variety of assessment tools that are developmentally appropriate. Materials include clear, consistent directions for accurate administration of assessments. Materials include progress monitoring tools that accurately measure students' acquisition of grade-level phonics skills. Materials include progress monitoring tools that 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.

Evidence includes, but is not limited to:

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

- The materials include several developmentally appropriate assessment tools, such as the Mid-Unit Check in Unit 2 and the Unit Tests administered at the end of each unit. The Mid-Unit Check assesses correctly identifying lower-case letters/sounds, correctly identifying letters corresponding to sounds, and correctly forming lower-case letters. The Unit 9 Test focuses on dictating sounds, words, and sentences while engaging students in tasks like identifying base words, circling suffixes, and marking closed-syllable words. The Level 2 assessments align with grade-level expectations and cater to the continuum of phonological awareness and phonics skills outlined in the curriculum standards (TEKS). Unit 1, Week 2 Unit Test covers dictated sounds, closed syllables, blends, and digraphs. Students underline blends with two separate lines, underline digraphs with one line, dictate trick words, and dictate sentences. Activities like "Dictation" and "Echo/Find Words" provide ongoing assessment opportunities during the week but are classified as instructional activities rather than formal assessments.
- In Level 2, the *Teacher's Guide* offers formal assessments for phonics diagnostics in Beginning-Mid and Mid-End Year Unit Check-ins. These assessments gauge skills such as letter naming, letter sound automaticity, sound identification, word identification, nonsense word fluency, phoneme segmentation, and sight word fluency. The Mid-End Year check measures word identification, nonsense word fluency, phoneme segmentation, and sight word fluency. Progress Monitoring tools allow teachers to continually assess students throughout the year in areas like word identification, nonsense word fluency, and oral reading fluency, providing a comprehensive view of student progress.

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

- The materials provide clear and consistent directions for administering assessments. Moreover, the *Level 2 Teacher Guide* ensures administering assessments accurately. The assessment tools designed for Beginning to Mid-Year and Mid-End-Year assessments incorporate scripted instructions to ensure uniform administration (e.g., starting the timer, and guiding students through responses). It also advises teachers on handling instances where students struggle, ensuring fair and standardized assessment procedures. For example, in Unit 1, Week 2, Day 5, teachers are instructed to have students locate Unit Test pages in their composition books, dictate sounds, words, and sentences, and ensure students write independently. Students can refer to their student notebooks as needed, and activities such as scooping sentences help with phrasing.
- The materials provide comprehensive guidance and instructions to teachers for administering progress monitoring assessments. For instance, the progress monitoring tools are available for both Beginning-Mid Year and Mid-End Year assessments. The *Progress Monitoring Teacher's Guide* offers clear guidelines on getting started, administering measures, additional support activities, and progress reports. Within the *Teacher's Manual*, educators can find detailed information on the skills being assessed, student record forms, class records templates, steps for progress monitoring, quick reference guides, data graphs, and examples illustrating each type of assessment. The *Level 2 Learning Community- Progress Monitoring* section and the *Progress Monitoring Teacher's Guide* provide these resources.

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

- Materials include progress monitoring tools that accurately measure students' acquisition of grade-level phonics skills. The materials feature comprehensive progress monitoring tools for intervention designed to accurately assess students' acquisition of grade-level phonics skills. Skills monitored from the beginning to Mid-Year include word identification, nonsense word fluency, and phoneme segmentation. From the beginning to the end of the year, skills assessed optionally include word identification, alongside nonsense word fluency and oral reading fluency. The progress monitoring assessments, such as those for nonsense word fluency and oral reading fluency in the Mid-End Year, utilize a variety of probes to gauge student progress. Each assessment detailed in the *Level 2 Learning Community- Progress Monitoring* maintains consistency in the skills evaluated while progressively increasing complexity throughout the academic year.
- Materials provide comprehensive progress monitoring tools for intervention, and the evidence systematically measures students' acquisition of grade-level phonics skills for Tier 1 instruction. The "Foundations Unit Test Tracker" explains, "Administer end-of-unit assessments with your students, track test results, and more..." The materials also refer to progress monitoring in *Level 2 Learning Community- Progress Monitoring*, stating progress monitoring as optional but highly recommended. The materials also refer to progress monitoring in *Level 2*

Learning Community- Progress Monitoring, stating progress monitoring as optional but highly recommended.

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

- The Level 2 *Teacher's Manual*, provides comprehensive Unit Tests to formally assess students after each unit with accompanying recommendations for beginning and mid-ending assessments. The assessments also guide teachers in identifying students who may benefit from progress monitoring based on formal assessment data. If intervention is necessary, Tier 2 intervention strategies are recommended as the next step for struggling students. Unit 1, Week 2, Day 5 Unit Test guidelines specify students scoring below 80% on any item will require additional assistance with that skill, and teachers should provide personalized support to address specific areas of difficulty. Level 2 students have opportunities to be progress monitored every week throughout the year. The progress monitoring assessments are aligned with the previous learning of the child and the skills taught in the materials.
- Materials include opportunities for teachers to progress monitor across the span of the year with a variety of probes that align with progress monitoring tools. For example, Level 2 materials provide teachers with six different probes for nonsense word fluency and oral reading fluency, accessible through the *Level 2 Learning Community Progress Monitoring Probes*.

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	4/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	1/1
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	2/2
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	0/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	1/1

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials include data-management tools for tracking whole-class student progress. Materials include data-management tools 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 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.

- Data trackers in the *Learning Community* enable teachers to monitor individual student progress. These trackers encompass various types, including those for individual students, class-wide progress, and specific progress monitoring. They allow teachers to interpret data trends, determine if students are progressing at grade level, and identify areas where additional instruction may be needed.
- In the "Assessment and Progress Monitoring" section, teachers use a digital spreadsheet titled "Tier 2 Instruction and Progress Report." This tool serves as a data-management progress monitoring tool specifically designed for tracking phonics skills like nonsense word fluency and oral reading fluency. It enables teachers to monitor and record student growth in phonics skills, identifying areas of insufficient progress. Moreover, teachers can document specific interventions, such as providing additional time or focused activities, to support student learning. *Level 2 Learning Communities* provide a "Progress Monitoring Class Record." This tool includes tables that allow teachers to track progress by skill, probes, and students throughout the year, facilitating ongoing assessment aligned with progress monitoring frameworks.

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

- Materials include data-management tools for tracking whole-class student progress to analyze patterns of students. In the *Level K Learning Community*, the "Progress Monitoring Class Record" functions as a data-management tool. It tracks individual student progress, enabling teachers to analyze patterns and identify individual student needs. This tool assists teachers in collecting and recording skills taught, ensuring focus on student development. The data tracker provides a place for each skill assessment to be documented on a tracking sheet provided within the materials. Furthermore, the materials include data-management tools for tracking general whole-class progress.
- The *Learning Community* offers a whole-class tracker for each Unit Test, allowing teachers to see how the whole class did. The tracker establishes a benchmark requiring the entire class to achieve 80% or above overall before advancing to the next unit. Within the online tool, ("FUN360"), teachers view whole-class trackers and analyze how students performed, providing evidence of how the whole class performed on individual skills in the editable charts and graphs. The variety of tools in "Fun360" provides teachers with specific guidance for analyzing progress to determine student needs.

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

- All students are subject to progress monitoring at the beginning, middle, and end of the school year. The "Progress Monitoring Teacher's Guide" prompts teachers on when to administer beginning and mid-year tests, as well as how to progress monitor Tier 2 instruction for students who do not achieve 80% mastery. However, the materials do not clarify how often progress monitoring should occur for students with phonics skills below the benchmark or for those who have achieved 80% or higher mastery. "Using Data to Inform Instruction and Providing Additional Support" suggests conducting assessments every three weeks for all students, rather than adjusting the frequency based on individual strengths and needs.
- The progress monitoring materials do not provide specific guidance on determining the frequency of tests based on student strengths and needs. The intervention component recommends weekly progress monitoring for Tier 2 students but does not include corresponding guidance for Tier 1 students in the program.

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

- In *Level 2 Learning Community*, a document titled "Additional Support Activities" details intervention strategies. This resource guides teachers on utilizing progress monitoring data to plan small-group and one-to-one instruction tailored to students' needs. It includes examples of targeted activities from unit lessons, such as reviewing "Letter Sound Automaticity" and "Level 2 Fluency Drill/Sounds."

- Materials also provide teacher guidance to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. For example, in the "Level 2- Expert Tips" document titled "How to Keep Foundations Lessons On Track," the materials state "reduce teacher talk and say__ or 'be my echo'." The next tip suggests teachers prioritize examples to review.

Foundational Skills

5.B.1	Oral Language Development	17/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	4/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	4/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	9/9

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

Evidence includes, but is not limited to:

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

- Materials include explicit (direct) and systematic instructional guidance on developing oral language. For example, in Foundations level 2, learning community, story time activities, the material provides instructional guidance for Storytime activities implementation, practicing comprehension skills, and students' awareness of print. The material offers instructional cue cards for oral discussion, questioning, citing evidence, and text structure. An example of oral discussion includes discussing with your partner: "What details in this passage hint at ___?"; "Why do you think the character might be acting ___?"; "What did you find interesting in the passage?" and "Why did you mark that detail with a sticky note?"
- The materials do not include additional methods or guidance for developing oral language. For example, in Foundations level 2, learning community, Foundations expert tip document, the material provides instructional guidance and coaching for teachers to develop questioning techniques for reinforcement of new and review of concepts.
- Materials do not include explicit (direct) instructional guidance on developing oracy.
- The materials do not include a variety of methods of instructional guidance on developing oracy. In the teacher's manual, unit 6, week 1, day 5, the materials provide instruction on consonant-e syllable words (*cut/cute*) with drill sound/warm-up, sorting closed syllable and consonant-e syllable words in the activity *Make it Fun*, building words in *Word of the Day*, and *Trick Word Practice/Dictation*. None of these activities provide explicit and systematic guidance on developing oral language or oracy. Additionally, in the level 2, unit 12 FUN HUB

video, the teacher points to a "vowel team" chart as she verbalizes the sounds-letters-keywords represented by *oi*, *oy*, *oa*, and *oe*. Then she directs students to echo her. The instruction provides routine, rote drills, but does not provide evidence of explicit and systematic development of oral language or oracy skills.

- Materials include systematic instructional guidance on developing oral language. For example, in the Foundations teacher guide, the material instructs to use questioning techniques to assist with students' misconceptions or oral errors. The material provides a sample questioning scenario: the student misreads the word chop as shop, points to the word, and asks things such as, "Is there a digraph in that word? What letters are in the digraph? What is the keyword for *ch*?" (*chin*; student can check notebook for assistance). Tap out the word, using the /*ch*/ sound.
- Materials include systematic instructional guidance on developing oracy. For example, in the level 2 FUN HUB unit 3, week 2 video, a teacher models tapping the sounds in the word mop, then names the letters and asks the students to do the same. However, it does not include a variety of methods for this guidance.

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

- The materials include authentic opportunities for students to engage in social and academic communication as well as authentic opportunities for students to engage in discussion to understand information. The materials provide opportunities for communication within the classroom setting, aimed at sharing academic information with peers. For instance, Foundations level 2, learning community provides materials that include scripted lessons and opportunities to engage in communication during unit story time activities. Materials titled *Reading Comprehension S.O.S* (Stop-Orient-Support/Scaffold) in the Foundations classroom provide examples of scripted opportunities to read, reflective awareness and visualization, replay, and retell for story time lessons. In addition, in the home support video section of the level 2 FUN HUB, the teacher models how parents can spur conversations about books their children have read by making predictions and discussing the story plot. Another example provided in the level 2 teacher's manual, unit 7, week 2, day 3, make it fun learning community *Prefix Puzzle*, students pair with a partner to discuss prefix meanings and then solve a prefix puzzle. Students find prefixes and the clue that goes with each prefix. In the level 2 teacher's manual, unit 13, week 1, day 1, story time, learning community *Kelly's Speed Quiz*, students communicate about a time they had to take a quiz quickly. The teacher reads the story and stops after each paragraph to ask the students to share what that paragraph was about. Additionally, in level 2, unit 13, number 1 video, the teacher models adding suffixes to words such as *invented* and *athletes*. Then she asks students to use each word in a different sentence. She says these sentences as examples: "Who invented the light bulb?" and "Who are your favorite athletes?" Students are invited to discuss the answers as well.
- The materials include communication for different audiences and purposes. For instance, the *Make It Fun* activity in level 2, unit 5, week 2, day 3, suggests the teacher copy a document titled *Word and Definition Page on Prefixes*. The document provides instructions for a word definition matching activity. The students find a matching word with word definitions, circle

the prefix, scoop, and mark syllables in their words. Material then instructs the teacher to randomly call on student pairs to read their word, word definitions, and write on the board. In the level 2 teacher's manual, unit 13, week 1, day 1, story time, learning community *Kelly's Speed Quiz*. Students have opportunities to speak to varied audiences for varied purposes in the three examples on the listening and speaking activity cue card within the story time activities resources. The extensions state, "Speaking Extension: Imagine you are a reporter tasked with presenting information to a television audience. Discuss how your word choice would differ between an informal discussion and a formal presentation. How might you adapt your language to effectively communicate with a broader audience and convey the message?" and "You've been invited to speak at a local elementary school as an expert on a specific topic such as animals, the environment, space, etc. Develop a detailed list of facts to include in your presentation and prepare your talking points accordingly. Consider how you would adapt your presentation to suit students in different grade levels."

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

- Materials include authentic opportunities for students to listen actively to understand information and share information and ideas. For example, level 2, unit 17, week 1, day 4, story time lesson begins with a discussion about the title of the book, *Aunts & Uncles*, and making predictions. The teacher reads the story, and the class discusses the events in detail. The teacher uses available questions to guide a detailed discussion of the events. In addition, level 2, unit 11, week 2, day 2 Introduce New Concept section reviews syllable types. The teacher presents words (*clap, bike, she, fort, steep*) for students to discuss and analyze. Students identify the type of syllable displayed and discuss the syllable type. This activity incorporates active listening to understand information and share information and ideas.
- The materials provide opportunities for students to engage in discussion to share information. For example, level 2, unit 17, week 1, day 4, story time lesson begins with a discussion about the title of the book, *Aunts & Uncles*, and making predictions. The teacher reads the story and the class and discusses the events in detail. The teacher uses available questions to guide a detailed discussion of the events in the story. This provides opportunities for students to engage in discussion to understand information and share ideas. Materials include authentic opportunities for students to ask questions, understand information, and share information and ideas. For example, level 2, learning community, and story time activities provide guiding questions and cue cards. The material provides the teacher with cue cards of various questions to assist with students' development of oral discussion, citing evidence to support reasoning, and understanding using text structures. The material also provides graphic organizers for text structures, and informational text structures as well as Gist sentence starters. For example, in unit 10, week 1, day 1, in the story time activity, *Cursive Letters*, students read the title and make predictions or share background knowledge. The teacher reads the story, and asks questions "What is the story about?" and "Is the setting important?" Then students practice reading the story for fluency in small groups or intervention

Foundational Skills

5.C.2	Letter-Sound Correspondence	20/30
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)	4/4
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	2/2
5.C.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S)	14/24

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

- Materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding. Unit 1 begins with a comprehensive review of the letter-keyword-sound concept, encompassing digraphs, and blends previously introduced in level 1. This unit serves as a foundational review before advancing to new material. Additionally, level 2 home support materials provide weekly letters to families, offering systematic guidance aligned with the Level 2 teacher's manual. For instance, unit 1 letters highlight that the curriculum focuses on closed syllables with short vowel sounds across units 1-5, exemplified by words like *at*, *mat*, *math*, *mast*, and *clash*. The materials also cover two and three-letter consonant blends, review digraphs and digraph blends like *lunch*, and incorporate exercises in blending and segmenting words with up to six sounds, as seen in words like *script*. In the level 2 FUN HUB video, the teacher utilizes large sound cards featuring keyword pictures to introduce students to spellings associated with the long /a/ and long /o/ sounds—specifically, *ai*, *ay*, *oa*, and *oe*. In level 2, unit 1, week 1 of FUN HUB videos, students engage in structured activities designed to reinforce their understanding of letter-sound

relationships. For example, during day 2 of the video series, students echo the teacher as she introduces the letter names, keywords (supported by picture cards), and sounds for *n* and *m*. On day 3, students continue this practice by echoing and drilling the letters and sounds for *i* and *u*. Day 4 focuses on echoing and drilling the sounds for the letters *c* and *o*. As a part 2 extension of the FUN HUB video series, students participate in skywriting exercises before writing these letters in their notebooks. In unit 4, week 2, day 1, new concepts are introduced with a focus on the suffix *-ed* and the two sounds it creates. Through scripted lessons, the teacher demonstrates with words like "jumped," emphasizing how the *ed* suffix produces both /t/ and /d/ sounds in different words. Unit 13, week 1, day 1 introduces vowel combinations that produce the long /o/ sound, such as /oa/ in *boat*, /oe/ in *toe*, and /ow/ in *snow*. The teacher explains these vowel combinations, noting their use in double vowel syllables. Students practice by tapping out words and marking syllable types, circling the vowel combinations. They further reinforce their understanding by using syllable and suffix frames to construct words like *below*, *tiptoe*, and *groaning*, marking syllables, and identifying suffixes.

- Materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic encoding. Students actively apply their understanding of letter-sound relationships through encoding tasks, such as the *Make it Fun* activity. Here, students work in pairs to decode words (including r-controlled words) using magnetic tiles. They construct words, decode them, and experiment by replacing the current r-controlled vowel with another (e.g., changing *or* to *ar*) to form real words, which they then record in their notebooks. The curriculum emphasizes encoding skills through *Dictation (Dry Erase)* activities. In this exercise, the teacher dictates sounds, reviews previously learned words and introduces new vocabulary. Students repeat the words, tap out sounds for blending, and spell them on dry-erase boards, reinforcing their ability to encode words accurately.

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

- Materials 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 or misconceptions. For example, level 2 materials include a scripted lesson titled *Trouble Spots*. The material provides instructional guidance for lesson best practices for students who have trouble with sounds/letters previously taught for reading and writing. Materials suggest marking the top right corner of the particular sound card(s) as a reminder to repeat letter sound practice until mastery. However, this guidance does not include specific feedback to students or common letter/sound misconceptions. Level 2 materials in the targeted instruction resources Intervention activities, provide direct and explicit instruction focused on connecting phonemes to letters within words. However, these activities provide no explanatory feedback for students based on common errors and misconceptions.

- In unit 5, week 1, day 1 FUN HUB glued sounds video, the teacher suggests that students hold their noses as they say the /m/ and /n/ sounds and explain nasal sounds. Then she guides students to make words with the -am and -an glued sounds, such as *ram*, *ham*, *fan*, and *can*. She reminds students to give glued sounds one tap. In a unit 9, week 1 FUN HUB video a teacher models making words with closed syllables, such as *at*, *bat*, and *bath*. The teacher says, "Closed syllables end with a consonant and have a short vowel sound."

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)

- Materials include a variety of activities and resources for students to develop their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. For example, in unit 5, week 1, day 5, the teacher and students create multisyllabic words using sound cards, then read and write the word on dry-erase boards. In the FUN HUB, level 2, unit 15, week 1 video, the teacher focuses on vowel teams like *oo*, *ou*, *ue*, and *ew*, and reviews the different sounds of *u-e* and *u* in open syllables. Using syllable frames, the teacher models words such as *shouted*, *group*, *cartoon*, *blooming*, *overdue*, *value*, *rescue*, *understood*, and *flu*. The teacher highlights the types of syllables in each word and verbalizes sentences using two of these words.
- Materials do not include a variety of activities and resources for students to develop their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in decodable-connected text. For example, in unit 5, week 1, day 5, the students read the story, *Winter Day Dream*. The students read multisyllabic words (*daydream*, *weekend*, *summer*, *together*, *teammates*) in a decodable text along with fluency and vocabulary. Other materials noted for decodable connected text include *Geodes*. However, at the time of this report, the team did not have access to the *Geodes* decodable readers to properly determine if these materials provided a variety of activities and resources with connected text.
- Materials include a variety of activities and resources for students to practice their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. In unit 13, week 1, FUN HUB video, the teacher demonstrates using syllable frames to write multisyllabic words such as *reptile*, *finishing* and *insisted*. In the *Blend Syllables to Guess a Word* activity, the teacher dictates a word in segmented syllables, lays out index cards representing each syllable, and students repeat and blend the syllables to form the word. Under *Review Seasonal Expert Tips*, the materials list games such as *Word Card Slalom*, *Snowman Freeze Game*, and *Winter Fun: A Snow and Ice Word Card Game*. These games provide opportunities for students to practice their skills, reinforcing letter-sound correspondence and decoding abilities.
- Materials do not include a variety of activities and resources for students to practice their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in decodable-connected text. Within the level 2 learning community, multi-level kit K-2, the materials provide story sets featuring illustrated decodable readers by

Barbara Wilson and Laura Appleton-Smith. These books offer practice with connecting sounds to text. Titles include *A Sled Dog Morning* and *The Splendid Pool*. Other materials noted for decodable connected text include *Geodes*. However, at the time of this report, the team did not have access to the *Geodes* decodable readers to properly determine if these materials provided a variety of activities and resources with connected text.

- Materials include a variety of activities and resources for students to reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. The materials include activities and resources designed to help students develop and reinforce their skills through cumulative review. These include magnetic letter tiles, word chains, rhyming activities, and sorting exercises that apply letter-sound correspondence to decode both one-syllable and multisyllabic words in isolation. Student notebooks reinforce taught sounds, words, and sentences, supporting students' literacy development. Practice books offer additional targeted practice outside of the recommended lessons. Fluency kits 1 and 2 contain cards for controlled sound drills, real and nonsense words, trick words, phrases, and controlled-text stories for each unit. These resources further reinforce students' fluency and application of letter-sound correspondence.
- Materials do not include a variety of activities and resources for students to reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in decodable-connected text. Fluency kits 1 and 2 contain cards for controlled sound drills, real and nonsense words, trick words, phrases, and controlled-text stories for each unit. These resources further reinforce students' fluency and application of letter-sound correspondence. Other materials noted for decodable connected text include *Geodes*. However, at the time of this report, the team did not have access to the *Geodes* decodable readers to properly determine if these materials provided a variety of activities and resources with connected text.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing phonological awareness activities that begin with simple skills and gradually transition to more complex skills but do not fully align with grade-level TEKS. Materials cover some grade-level skills but do not include all of the grade-level standards. For example, the *Additional Phonological Awareness Activities* located in the learning community, provide activities for deleting syllables and rhyming. In the "Delete a Syllable" from a compound word activity, the material gives instructions to dictate a compound word upset, then directs the student to say the word without up, to get set. Additionally, the activity *Do These Words Rhyme?* instructs the teacher to select and say a pair

of rhyming words such as *mad/bad*, *sun/fun*, *call/tall*, words that do not rhyme (*bad/men*), and words with one common sound (*pen/pop*, *pat/dot*, *mud/gum*), then to ask students, "Do these words rhyme?" Materials do not include practice with alliteration, substitution, and deletion of syllables.

- Materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and gradually transitions to smaller units of sound (e.g., adding, deleting, and substituting syllables). The material has explicit instructions on adding open-syllable and closed-syllable words to make two-syllable words (beside/program). The teacher and students build words, divide words, and then read the word. The materials do not provide evidence for substituting syllables or a systematic sequence for producing rhyming words and alliteration.
- 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 (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills. The Foundations scope and sequence demonstrate a systematic plan for a gradual increase in complexity of phonemic awareness skills, "Segment syllables into sounds (phonemes) up to five sounds. Read and spell compound words and other words with two-syllables by breaking them into syllables..."The material provides opportunities in phonological awareness for distinguishing between long and short vowel one-syllable words in unit 6, week 1, day 1 *Introduce New Concepts* activity. The teachers tap and read words with open and closed vowels (*cap/cape*, *tub/tube*, *cut/cute*). The materials also provide opportunities for distinguishing between long and short vowel two-syllable words in unit 7, week 1, day 4 activity *Introduce New Concepts*. However, materials do not include evidence for a systematic sequence for introducing phonological awareness activities by grade-level standards.
- 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 (e.g., adding, deleting, and substituting syllables). Activities located in the learning community document titled *Additional Phonological Awareness Activities* include "Delete a Syllable from a compound word," in this activity guidance asks teachers to dictate a compound word upset, then directs the student to say the word without up, to get set. Additionally, the activity *Do These Words Rhyme?* instructs the teacher to select and say a pair of rhyming words such as *mad/bad*, *sun/fun*, *call/tall*, words that do not rhyme (*bad/men*), and words with one common sound (*pen/pop*, *pat/dot*, *mud/gum*), then to ask students, "Do these words rhyme?" The activity *Delete a Sound From a Consonant Blend in a One-Syllable Word* provides instructions for deleted sounds in words for example brag to rag delete the /b/, past to pat, delete the /s/. In addition, materials provide an activity to add a sound to form a consonant blend in a one-syllable word example such as *rag-brag*, *pat-past*, and *rust-trust*. However, the phonological awareness lessons do not provide a systematic sequence. Materials also provide an example of rhyming in the learning community activity titled *Match the Rhyming Bonus Letter Words* for unit 2, week 1. This activity instructs the students to read the word in the box and draw a line to match the rhyming, bonus-letter words. This activity includes print and does not match phonological awareness and the teacher's manual for the same unit does not reference this activity

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)

- Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. For example, in unit 2, week 2, day 1 FUN HUB video, the teacher emphasizes that the words *sad*, *sap*, and *sip* all begin with the same sound; however, it does not include evidence of recommended feedback for common errors or misconceptions. The materials provide explicit instruction when teaching phonological awareness. For example, in unit 6, week 1, day 1, the materials distinguish between long and short vowels with vowel consonant e. The teacher builds the word-hop taps it out and then adds e to make it a long vowel. Then the material provides guidance on long, short vowels: "Tell students that hope has three sounds, just like hop, but the o has a long sound, so it says its name. Tell students the way to make a vowel say its name is to add an e."
- The supplemental resource, *TEKS Phonological Awareness Supplement* level 1 guides teachers in strategies that the teacher can integrate into *Storytime*, *Word Play*, *Dictation*, *Echo/Find Letters*, *Echo/Find Words*, and *Make it Fun* activities. The guide for the supplement explains, "While phonological awareness activities are embedded into various Foundations activities in the Level 1 curriculum, consider using these supplemental activity ideas to explicitly reinforce phonological awareness skills. These supplemental activities include opportunities or explanatory feedback such as the guiding questions in the *Which One's Rhyme?* activity which supports students with, "Ask the student to produce additional words that also rhyme. Note: Have students then confirm the rhyme by separating the initial sound from the rhyme."

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

- Materials include a variety of activities and resources for students to develop, practice, or reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). The materials provide repetitive student activities. For example, the weekly schedule includes day 1: *Drill Sounds/Warm-Up*; *Practice Trick Words*, and *Word Talk*; *Echo/Find Letters and Words*, day 2: *Drill Sounds/Warm-Up*, *Word Talk*, *Trick Word Practice*, and *Dry Erase Dictation*; day 3: *Drill Sounds/Warm-Up*, *Word Talk*, *Make It Fun*, *Echo Find Letters and Words*; day 4: *Drill Sounds/Warm-Up*, *Trick Word Practice*, *Word Talk*, and *Dictation* (Composition Book); day 5: *Drill Sounds/Warm-Up*, *Word Talk*, and *Unit Test*.
- The material provides opportunities for phonological awareness in distinguishing between long and short vowel one-syllable words in unit 6, week 1, day 1, in the *Introduce New Concepts* activity. In this activity, the teachers tap and read words with open and closed vowels (*cap/cape*, *tub/tube*, *cut/cute*). The material includes explicit instructions on adding

open-syllable and closed-syllable words to make two-syllable words (*beside/program*). The teacher and students build words, divide words, and then read the word.

- The supplemental resource, *TEKS Phonological Awareness Supplement Level 1*, guides teachers in strategies that the teacher can integrate into *Storytime*, *Word Play*, *Dictation*, *Echo/Find Letters*, *Echo/Find Words*, and *Make it Fun* activities. The guide for the supplement explains, "While phonological awareness activities are embedded into various Foundations activities in the level 1 curriculum, consider using these supplemental activity ideas to explicitly reinforce phonological awareness skills. These supplemental activities include opportunities for explanatory feedback, such as the guiding questions in the *Which One's Rhyme?* activity which supports students with, "Ask the student to produce additional words that also rhyme. Note: Have students then confirm the rhyme by separating the initial sound from the rhyme." The rhyming activities, as well as Dictation and Echo/Find letters and Words, support the development, practice, and reinforcement of phonological awareness skills through the use of memory-building strategies.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing phonemic awareness activities that begin with identifying phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. In level 2 teacher's manual, unit 6, week 1, day 5, the materials provide for distinguishing between long/short vowels in a phonemic awareness game. The teacher reads one-syllable words with closed and vowel-consonant e words for the student to determine which sound the vowel makes, short or long. In a level 2, unit 7, week 1, day 1, FUN HUB video, the teacher uses color-coded sound cards to model how to drop one letter in nonsense words to transform the word from a vowel-

consonant-e syllable to a closed syllable, then finally an open syllable. The teacher makes the words: *scome*, *scom*, and *sco*.

- Materials include a systematic sequence for introducing phonemic awareness activities that begin with blending phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials progress from blending CVC words to blending phonemes with blends (*stamp*) in level 2 teacher's manual, unit 2, week 2, day 4. Additionally, In a level 2, unit 2, week 1, FUN HUB video, the teacher creates a word chain to show students how to make many words by changing one sound at a time. The word chain included the words: *skip-skit-skim-slim-slam*.
- Materials include a systematic sequence for introducing phonemic awareness activities that begin with segmenting phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. The material begins unit 1 with blending and segmenting phonemes (*mat* /m/ /a/ /t/ and *job* /j/ /o/ /b/) in unit 1, week 1, day 1, *Introduce New Concepts* activity. In the *Delete a Sound from Consonant Blends in One-Syllable Words* activity from the learning community *Additional Phonological Awareness Activities* instructions include for deletion of phonemes in words. For example, *brag* to *rag*, delete the /b/, *past* to *pat*, and delete the /s/. Materials also provide an activity to add phonemes in *Add a Sound to Form Consonant Blends in a One-Syllable Word*, for example, *rag-brag*, *pat-past*, and *rust-trust*.

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 explicit (direct) instruction for teaching phonemic awareness and recommended explanatory feedback for students based on misconceptions. However, the evidence does not support feedback based on common errors. In level 2, unit 2, week 2, part 2 FUN HUB spelling video, the teacher leads an echo sounds/words lesson. While she models drawing a box around the "glued sounds" in the words, *yank*, *hall*, *king*, and *bunk*, she tells students to echo the words and tap out the sounds in each. She then says, "Good job keeping your fingers glued together to represent the three-letter glued sounds." This provides some support for misconceptions but provides only an affirmative statement that does not give explanatory feedback based on common errors. Additionally, in a level 2, unit 8, week 2 video, the teacher explicitly teaches that the /k/ sound in a beginning blend is spelled with the letter c as in the word *crash* and is spelled with the letter k as in the words *milk* and *pink*." Although materials do not clearly list misconceptions, the learning activity cue card guides teachers on how to support students through what could be common misconceptions.
- Materials provide explicit instruction through learning activity overview cue cards. The card provides the teacher with scripted prompts. For example, on the learning activity overview cue card for *Echo/Find Words* the teacher selects a word (teacher does), the teacher says *mad* and holds up *echo* (teacher says), and students say *mad* (response from student). The teacher says elbows up and let's tap it /m/ /a/ /d/. This card does not provide evidence of suggested feedback on common errors students may make. The materials also provide specific instructions as seen in the level 2 teacher's manual, unit 1, week 1, day 5, *Make It Fun* activity. The script includes the following, "Have a group come to the front of the room to do the activity

while the rest of the class taps the words. Have students duck down in their spots. Tell them you will say a word and they will all repeat it. As you tap it out, one student at a time in each group will pop up as the sounds are made. For example, if you say *twist*, all students repeat *twist*. Then the first person in the group will say /t/ and pop up, the second person will say /w/ and pop up, and so on." The script provides no evidence of feedback based on common errors for this lesson.

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

- 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. The materials integrate the routine activity of tapping fingers to represent each phoneme in a word to connect phonemic awareness to the alphabetic principle. For example, in the level 2, unit 2, week 1 FUN HUB video, the teacher teaches that "bonus letters a.k.a. FLOSS words" are silent and appear in closed syllable words with one syllable and one vowel, such as the words *miss*, *bill*, *off*, *puff*. When tapping these sounds students will not say the bonus sound twice. Then the teacher shows the FLOSS rule does not apply to words with ending blends, such as *shelf*. During *Drill Sounds/Letter Cards* in a level 2, unit 2, week 2, part 1 targeted instruction FUN HUB video, the teacher models "three letter glued sounds" by saying the following while "gluing" three fingers together and tapping: *ank-bank*, *ink-pink*, *onk-honk*, *unk-junk*, *ong-song*, *ung-lung*, *ing-ring*, *ang-fang*.
- 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 encoding. For example, in unit 1, week 1, day 5, echo/find words activity, the teacher dictates words (*rash*, *such*, *slip*) and students repeat and tap the word out. The students then build the word with letter tiles. Additionally, in unit 1, week 2, day 2, activity *Introduce New Concepts/Teach the Spelling of the /k/ Sound*, the teacher dictates the word *sock* and students tap out the word. The teacher asks "Name the final sound in sock?" The students then build the word *sock*. The teacher repeats the lesson with other words (*thick*, *mask*, *silk*). In a level 2, unit 7, week 1 FUN HUB video, the teacher models how to change a syllable or word from closed to open by dropping /t/. For example, the teacher makes the words, *got-go* and *met-me*.

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

- Materials include a variety of activities and resources for students to develop phonemic awareness skills (through cumulative review). In the FUN HUB Digital InterActivities students have reference posters, large sound cards, standard sound cards, letter formation grids, trick word flashcards, and syllable/sentence frames to aid in the development of phonemic awareness skills. The level 2, unit 7, week 1, day 1 FUN HUB video shows a teacher modeling

sounding out and reading words with open syllables and one-syllable words ending in "y" incorporating previous skills taught.

- Materials include a variety of activities and resources for students to practice phonemic awareness skills (through cumulative review). For example, in unit 1, week 1, day 5, echo/find words activity, the teacher dictates words (rash, such, slip) and students repeat words and tap the word out. The students then build the word with letter tiles. In unit 9, week 2 FUN HUB video, the teacher reviews the /ar/ and /or/ using the program's salmon-colored standard sound cards. She then introduces /er/, /ir/, and /ur/ before having students tap and use their letter tiles to make r-controlled words such as return, surprise, and thunder.
- Materials include a variety of activities and resources for students to reinforce phonemic awareness skills (through cumulative review). The activity overview in the teacher's manual states that *Make It Fun* activities are designed to reinforce the unit concepts or review previously taught concepts with a game activity. For example, in unit 1, week 1, and day 5, *Make It Fun*, students segment words into sounds. Students duck down in their spots. As the teacher says the word, students repeat it. The teacher taps out words, and one student in each group pops up as the sounds are made. For example, if with the word twist, all students repeat it. Then the first person in the group says /t/ and pops up, the second person says /w/ and pops up, and so on. In the level 2, unit 9 FUN HUB, there is a fluency activity for students to practice and reinforce phonemic awareness skills by saying the sounds of the following: x, er, z, ir, o, ur, i-e, a, or, ar, and j.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. The "Scope and Sequence for Level 2" includes the progression of high-frequency words, including spelling patterns in each unit. For example, Unit 2 has *shall, pull, full, both, talk, walk*; Unit 6 has *only, house, move, right, place, together*; and Unit 16 has *August, laugh, daughter*. The *Teacher's Manual* Scope and Sequence also includes a progression for spelling patterns taught. For example, Unit 1 progresses through *burst, termite, dirty*; Unit 5 through *catnip, habit, tonic, mascot, hundred, freshen, boldness*; and Unit 15 through *spoon, soup, overdue, blew, argue*.

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

- Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. The "Fun Hub" videos show teachers modeling different phases

of the lesson cycle to provide explicit instruction. For example, in the Unit 3, Week 1, Fun Hub video, the teacher explicitly teaches closed syllable exception (-ild, -old, -ind) word reading and spelling. In Unit 8, Week 1, Fun Hub video, the teacher models how to provide explicit instruction for r-controlled vowel sound spelling patterns. Materials also provide an "Activity Cue Card-Teach Trick Work Spelling" that guides the teacher with "Teacher Does/Teacher Says/Response." Additionally, the material provides an "Activity Cue Card-Echo/Find Words" located in the *Teacher's Manual* "Learning Activities" that guides teachers in spelling single and multisyllabic words. The card provides a Teacher Does/Teacher Says/Response.

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

- Materials include a variety of activities and resources for students to develop grade-level sound-spelling patterns. The Fun Hub Level 2 provides an "InterActivities" digital platform for students to follow along with the teacher's instruction for Units 1–17. Digital resources include "Large Sound Cards," "Standard Sound Cards," "Trick Words," "Build Words cards with Syllable Frames," "Suffix Frames," and "Story Time" stories for scooping phrases. An "Expert Tip Center Activity" tells teachers to develop students' sound spelling/word structure knowledge by having them use "Dictation Grid Paper" and different color finger paint to practice writing words with diphthongs and vowel digraphs and r-controlled syllables.
- Materials include a variety of activities and resources for students to practice grade-level sound-spelling patterns. For example, in Unit 5, Week 1, Day 5, "Make it Fun" activity, the teacher and students create multi-syllable words using sound cards, then read and write the word on dry-erase boards. Words provided for this lesson include *pumpkin*, *finish*, *insult*, *invent*, and *disrupt*. In Unit 8, Week 1, Day 2 activity "Make it Fun," students work in pairs to decode r-controlled words with magnetic tiles. Students build words with tiles, decode the words, and then replace the current r-controlled (*or*) with another r-controlled (*ar*). If it makes a real word, they write it in a notebook. Example words include *born*, *farm*, *scarf*, *pork*, and *shark*.
- Materials include a variety of activities and resources for students to reinforce grade-level sound-spelling patterns (through cumulative review). For example, in Unit 10, Week 1, "Additional Print Activities," students read and mark words with vowel teams, such as *fainted*, *spraying*, *grain*, and *strays*. In Unit 15, Week 1, Additional Print Activities, students tap and read vowel team flashcards such as *ground*, *soup*, *scoot*, *crook*, *screw*, *glue*, *roost*, and *cue*.

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)

- Materials provide a variety of activities and resources to support students in decoding words that include taught sound-spelling patterns in isolation (e.g., word lists). For example, in Unit 6, Week 2, Day 4, "Make it Fun/Dictation," the materials provide instruction on consonant-e

syllable words (*rid/ride*), build words in "Word of the Day" activity (*Tim/time*), and do "Make it Fun/Dictation" for students to tap, blend, and write sounds/words. In a Unit 7, Week 1, Day 4 Fun Hub video, the teacher models combining three different types of syllables to write words in isolation, such as *remote*, *robot*, *locate*, and *unit*. In Unit 16, Week 1, students practice reading the following words with vowel teams in isolation: *straw*, *boost*, *underline*, *drawing*, *brawl*, *seesaw*, *crawling*, *launching*, *coach*, *discuss*, and *lobster*.

- Materials provide a variety of activities and resources to support students in decoding words that include taught sound-spelling patterns in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). For example, the digital "Learning Community" suggests sending the "Home Support Pack" with printable reinforcement activities that include decodable sentences. Another example of connected text appears in the Learning Community's "Expert Tip" document titled "Summer Reading: An Ocean of Possibilities," which suggests reading "The Best Children's Books" listed at [nytimes.com](https://www.nytimes.com).
- Materials provide a variety of activities and resources to support students in encoding words that include taught sound-spelling patterns in isolation (e.g., word lists). For example, in the *Level 2 Teacher's Manual*, Unit 5, Week 1, Day 3, "Dictation (Dry Erase)" activity, the teacher dictates sounds, reviews words, and introduces new words. The teacher dictates the words and sounds, and students repeat the words, tap the sounds out, and spell the words on dry-erase boards (*kept/ranch/spill/sonic/clinic*). Additional practice encoding found in Unit 6, Week 2, Day 4, "Make It Fun/Dictation," instructs students to tap, blend, and write sounds and words.
- Materials provide a variety of activities and resources to support students in encoding words that include taught sound-spelling patterns in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). For example, in Unit 1, Week 2, Day 2, "Dictation (Dry Erase)," the teacher dictates a sentence with phrasing. Students repeat and write it. The teacher has students scoop the sentence and read it with fluency. They proofread the sentence together following the Learning Activity procedures. A few examples of encoded sentences include "Fred got stuck in the mud. Rick had to sit on the bench. We had lunch by the pond."

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)

- Materials include a systematic sequence for introducing regular high-frequency words. The Learning Community provides a document titled "Level 2 Guide to Student Work," which organizes the list of regular and irregular high-frequency words ("Trick Words") by unit and by week. The outline provides the teacher with a list of words from "Word of the Day" and Trick Words activities for students to complete in their "Student Notebooks" and "Composition Books." In a Unit 7, Week 1, "Fun Hub" video, the teacher introduces the following Trick Words: *night*, *carry*, and *something*.
- Materials include a systematic sequence for introducing irregular high-frequency words. The materials refer to high-frequency words as Trick Words. A document titled "How We Teach Trick Words for Immediate Recognition in Foundations" in the Learning Community guides teachers that Level 2 introduces an additional 81 Trick Words. Materials inform the teacher that "Dictation" and Trick Words activities provide instruction on these Trick Words. These activities instruct students to identify phonetic parts of the words they learned previously and to identify the tricky part. Students also practice writing and spelling these words in a variety of

ways. The material informs that the students learn 200 Trick Words total, which is 95% of the first 300 words on the American Heritage Word Frequency list. The Learning Community provides a document titled "Level 2 Guide to Student Work." This material organizes the list of regular and irregular Trick Words by unit and by week. The outline provides the teacher with a list of words from Word of the Day and Trick Words activities for students to complete in their Notebooks and Composition Books. For example, Unit 2, Week 1, Day 1, Word of the Day, includes Trick Words *shall*, *full*, and *pull*. The teacher reads the new words, explains the tricky part of the word, and writes the words on the board. The teacher then has the students write the word with the "Magic Pen" on their "Gel Word Boards," saying each letter as they write it. Then, they use their fingers to erase the word from the Gel Word Board, saying each letter as they erase it. Week 2 provides the "Trick Words Talk and Walk Activity" with the same routine. In a Unit 8, Week 1, Fun Hub video, the teacher introduces the following Trick Words: *would*, *answer*, and *different*.

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)

- Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular high-frequency words. The Learning Community, "Program Overview K-3," provides a background knowledge overview for teachers on how to instruct decoding and encoding skills. Foundations explains that it teaches sound mastery in two directions; letter to sound and sound to letter. The material explains that sound-to-letter teaches students to hear a word, break the word down into individual phonemes by using the tapping technique, and associate the individual phonemes in the word with the appropriate letter for spelling. "Intervention Materials" include guidance for the teacher to provide direct and explicit instruction for decoding regular and irregular high-frequency words. The "1-2 Intervention Guidelines" provide three days per week of intervention. The "Mid-to End-Year Warm-Up" included each day has students quickly practice un-mastered phonetic words and Trick Words. Students tap out regular high-frequency words. This practice continues each day of intervention. Students work toward the automaticity of un-mastered high-frequency Trick Words. Encoding instruction includes the use of manipulative cards, tiles with letters during the "Echo/Find Words" activity, "Dry Erase Writing Tablets," and student Composition Books during the "Dictation Activity." Materials provide sample lessons with Echo/Find Words in Unit 2, Week 1, Day 2, and Dictation in Unit 2, Week 1, Day 4.
- Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding irregular high-frequency words. For example, in Unit 1, the materials provide opportunities for students to decode and encode Trick Words (*Monday/Tuesday/cousin*). In Level 2, Unit 1, Week 2, Day 4, "Teach Trick Words" activity, the materials provide opportunities for students to decode and encode Trick Words (*the, a, is, has, his, for*). The teacher writes the word on the board in large letters and reminds students of known and tricky parts. Students sky-write the word twice, saying each letter as they write it. Teachers ensure they always say the word, spell it, then say the word again. Next, students write the word on their Gel Word Board and identify the tricky part. Then they name and trace each letter. The teacher provides additional practice with flashcards. In a Unit 5, Week 1 video, the teacher

displays the following Trick Words on flashcards: *always, often, once, against, know, and knew*. Then the teacher selects a student to say and write the words on the large "Letter Formation Grid." The whole class is told to close their eyes and skywrite each word as they name the letters in the words. In Unit 13, Week 1, Day 2, "Teach Trick Word" activity, the teacher displays current flashcards, and students say the word or the teacher tells them the word. The teacher points out what is known about the words and the tricky parts of the words. Then students skywrite the words with eyes open and closed. The students then practice writing the words with their Magic Pens and Gel Word Boards (say the word, spell the word, say the word again). The teachers then use flashcards to review words and students put introduced words in Student Notebooks.

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)

- Materials include a variety of activities and resources for students to develop skills to decode and encode regular and irregular high-frequency. Intervention materials include a variety of activities and resources for students to develop, decoding and encoding of high-frequency. Students practice Trick Words during Warm Up in a three-day Intervention Schedule. Students apply the taught decoding and high-frequency words through authentic texts such as Foundations stories. For example, in Unit 13's "Kelly's Speed Quiz," the Trick Words are *was, Thursday, and got*. In Unit 6, Week 1, the teacher presents the following Trick Words on the board: *only, against, house, goes, and move*. The teacher guides students to skywrite the words before they trace, copy, and write them on worksheets.
- Materials include a variety of activities and resources for students to practice skills to decode and encode regular and irregular high-frequency words. Tier 2 intervention activities provide practice with regular and irregular high-frequency words. In the "Targeted Instructional Resources," Intervention Activities, Level 1-2 Intervention Guidelines, each day incorporates a warm-up where students quickly practice reading un-mastered "Sound Cards" and unknown Trick Words. Tier 2 intervention material also includes dictation in which the teacher dictates three sounds, three current words, two Trick Words, and one sentence. Students repeat, tap only if needed, write, and spell aloud. Additionally, as stated in the "Geodes Library," at least 90% of the program's student readers include decodable and Trick Words based on alignment with the scope and sequence. In Unit 9, Week 1, Day 2, "Trick Word Practice" activity, the teacher introduces the words (*picture/learn/earth*) using flashcards for current words and previously learned Trick Words (one to two). The teacher writes the word on the board, and students sky-write two times, saying each letter as they write the Trick Word. Then students use Magic Pen/Gel Word Boards to write the Trick Word and read it after they spell it. Finally, the teacher reviews Trick Words with previously taught words with flashcards.
- Materials include a variety of activities and resources for students to reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). For example, in Unit 5, Week 1, Day 1, "Teach Trick Words," the teacher introduces the words (*against/knew/know*) using flashcards for current words and previously learned Trick Words

(one to two). The teacher writes the word on the board, and students sky-write two times, saying each letter as they write the Trick Word. Then students use Magic Pen/Gel Word Boards to write the Trick Word and read it after they spell it. Then the teacher reviews Trick Words with previously taught words with flashcards. Tier 2 intervention activities reinforce regular and irregular high-frequency words. In Targeted Instructional Resources, Intervention Activities, Level 1-2 Intervention Guidelines, Beginning to Mid-year, Day 2 contains "Foundations Fluency Work," which includes high-frequency words through authentic texts such as: previously read "Oral Reading Fluency" probes, Foundations Stories, Books to Remember Set 1, Geodes, and other short decodable passages of informational text. For example, Level 2 Student Probes, Beginning to Mid Year, Oral Reading Fluency Probe 2, contains the Fall decodable text.

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)

- Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize high-frequency words in isolation (e.g., word lists). For example, in Unit 2, Week 1, Day 1, Teach Trick Words, the teacher introduces *shall*, *full*, and *pull*. The teacher reads the new words, explains the tricky part of the word, and writes the words on the board. Fun Hub material includes a variety of worksheets and fill-in-the-blank strategies for high-frequency words for Units 2–17. Activity worksheets include "Roll and Write Trick Words," where students roll the die and write the word that matches the number rolled. For example, in Unit 17, Week 2, the number 1 on the die represents the Trick Word *enough*, the number 2 represents *brought*, the number 3 represents *special*, the number 4 represents *piece*, the number 5 represents *daughter*, and the number 6 represents a free choice word.
- Materials include a variety of activities and resources (including the use of memory-building strategies) for students to read high-frequency words in connected text (e.g., within sentences or decodable texts). The Fun Hub material includes a variety of worksheets for Units 2–17 for automaticity practice with sounds, real words, nonsense words, and Trick Words for fluency practice within phrases and with a story. For example, the document titled "Level 2 Unit 4 Fluency" provides phrases to drill students within 45 seconds. Example phrases include *use the camper*, *ringing it again*, *to the cliff*, *in their lunches*, and *checked the test*. The document also provides a story, "Wish Come True," for students to read and practice phrase scooping. A worksheet titled "Automaticity Practice-Single Word Template" develops drill cards for automaticity practice of single word reading such as Word of the Day, nonsense words, and Trick Words. Additionally, the materials include Trick Word flashcards and decodable books in the Geodes Library for decoding.
- Materials include a variety of activities and resources (including the use of memory-building strategies) for students to write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). The material's resources include student notebooks and dry erase writing tablets to write high-frequency words in isolation. For example, in Unit 2, Week 1, Day 1, Teach Trick Words, the teacher introduces *shall*, *full*, and *pull*. The teacher reads the new words, explains the tricky part of the word, and writes the

words on the board. The teacher then has the students write the word with the Magic Pen on their Gel Word Boards, saying each letter as they write it. Then, they use their fingers to erase the word from the Gel Word Board, saying each letter as they erase it. In Unit 2, Week 2, Day 1, Teach Trick Words, the teacher introduces *both*, *walk*, and *talk*. The teacher reads the new words, explains the tricky part of the word, and writes the words on the board. The teacher then has the students write the word with the Magic Pen on their Gel Word Boards, saying each letter as they write it. Then, they can use their fingers to erase the word from the Gel Word Board, saying each letter as they erase it. Fun Hub material includes a variety of worksheets and fill-in-the-blank strategies for high-frequency words for Units 2–17. On the activity worksheet "Trick Words Trace, Copy and Write," students trace the provided Trick Word, copy the word in the next box, and then fold the paper back to rewrite the Trick Word from memory.

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)

- Materials include a systematic sequence for introducing grade-level syllable types, as outlined in the TEKS. The *Level 2 Teacher's Manual* "Scope and Sequence" provides an outline for the introduction of syllable types based on units. Unit 1 reviews closed syllables, Unit 2 r-controlled syllables, Unit 3 vowel teams (*ai, ay, ea, ee, ey, oi, oy*), Unit 4 vowel teams (*oa, oe, ow, ou, oo, ue, ew*). In Unit 2, students learn words with bonus letters (*floss*); by Unit 6, they work with two-syllable words with closed and VCe syllables. Then students learn words spelled with double vowel syllables (vowel digraphs and diphthongs) by Unit 10.
- Materials include a systematic sequence for introducing grade-level syllable division principles, as outlined in the TEKS. The Scope and Sequence indicates that Unit 5 begins teaching syllable division rules and continues in Unit 6 with two-syllable words with vowel consonant-e; Unit 7 with two-syllable words with an open syllable; Unit 8 with two-syllable

words with r-controlled syllable types; Unit 9 with combining r-controlled syllables with other syllable types; Unit 10 with two-syllable words with double vowel types; Unit 12 with two-syllable words with the spelling of *oi/oy*; Unit 13 with two-syllable words with spelling options of *ou/ow*; Unit 14 with two-syllable words with the spelling of *ou* sound; Unit 15 two-syllable words with spelling for *oo, ou, oe, ew, ue, oo*; Unit 16 two-syllable words with spelling for *au/aw*; and Unit 17 two-syllable words with spelling consonant-le and review of six syllable types in a systematic sequence. For example, in Unit 5, Week 1, Day 1, "Teach Syllable Division," the materials teach syllable division using syllable frames. The teacher introduces how to divide syllables and says, "To read or spell longer words, you just have to read or spell one syllable at a time." The teacher uses words like *catnip/mascot/habit* to teach the spelling and decoding of multisyllabic words.

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)

- Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types to decode and encode one-syllable words. For example, in Unit 13, Week 1, Day 1, "Introduce New Concepts" activity, the teacher uses sound cards to introduce the sounds *oa, oe, ow /o/* (long vowel). The teacher says, "oa - boat - /o/ (have students echo), oe - toe - /o/ (have students echo), ow - snow - /o/ (have students echo)." The teacher explains that these vowel combinations will be used in double vowel syllables. Then the teacher builds *boat/toe/snow* and has students tap and read words, followed by marking up the word and circling the vowel combinations. In a "Home Support Resource," the document titled "L2 Home Support Unit 17" includes explicit instruction to decode one-syllable and multisyllabic words with consonant-le syllables.
- Materials include guidance for the teacher to provide explicit (direct) instructions for applying knowledge of syllable types to decode and encode multisyllabic words. In the *Teacher's Manual*, Unit 6 Introduction, teachers teach students "that -ive is an exception to the V-c-e syllable because /iv/ is pronounced with a short /i/, as in the word festive." In "Additional Print-Based Practice," a document titled "Mark Current Concepts" instructs students to "read the words, scoop, and mark the syllables in the base words. Circle any suffixes." Example words provided include *group, snout, pouting, hoops, and argues*.
- In Unit 11, Week 1, Day 2, "Introduce New Concepts," the teacher introduces the final syllable *le*. The material states explicit instruction: "Explain that the sixth syllable type has a very specific pattern and is always the final syllable of a word with more than one syllable. It always has three letters. Two of the letters are always the same." The teacher then models several consonants in front of the *le* (*gle, tle, fle, zle, ple, ble*). The teacher says, "the e is needed because every syllable must have a vowel. In the consonant-le syllable type, the e just sits there being the vowel. There is no vowel sound. The only letter that can ever change in this syllable type is the first consonant." The teacher then models the two-syllable parts in *ma-ple*. The students then add the -le words to student notebooks.

- In Unit 13, Week 1, Day 1, Introduce New Concepts, after teaching one-syllable words with the sounds *oa*, *oe*, *ow* /*o*/ (long vowel), the teacher introduces how to decode multisyllabic words (*below/tiptoe/groaning*) by scooping each word, marking the word, and circling the vowel combinations.
- Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable division principles to decode and encode one-syllable and multisyllabic words. The Unit 12 *Teacher's Manual* "Introduction" instructs teachers to teach students how to read and spell two-syllable words with closed syllables before they learn how to segment (divide) words, such as *catnip*, between middle consonants. The "L2 Home Support" Unit 17 explains that consonant-le syllables come at the end of a multisyllabic word such as *bubble* or *bicycle*. The material explains it always has three letters: consonant letter, then the letter *l*, followed by the silent *e*. The consonant may be different, but there will always be an *l* and an *e*. For example, for the word *bugle*, the material instructs the parent or teacher to isolate *gle* and then identify the long *u* sound in *bu* because it is an open syllable. For the word *struggle*, they are to isolate *gle*, then identify the short *u* sound in *strug* because it is a closed syllable.

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)

- Materials include a variety of activities and resources for students to develop skills to decode and encode one-syllable or multisyllabic words. In a Learning Community development activity, students make five columns with the following headings: Closed, Closed Exception, Vce, Vce Exception. Then they draw word cards and place them in the correct column. In Unit 2, Week 1, Day 1, Introduce New Concepts activity, the teacher teaches the glued sound *-all*. The teacher uses sound cards to build *fall*; students tap it out, mark the word, and then students write glued sounds in "Student Notebooks." In Unit 10, Week 2, Day 1, "Spelling Multisyllabic Words" activity, the teacher says the word *complain*, and students echo and break the word into syllables. They draw a line for each syllable on their "Magnetic Letter Board." The teacher asks, "Which syllable has a spelling option?" The teacher writes *com* on the first "Syllable Frame" and *pl_n* on the second frame. Students build the word with their "Letter Tiles" on the syllable line on their Letter Board. Students use a blank salmon tile to represent the /*a*/ sound. The teacher asks, "What are your choices for the /*a*/ sound in the second syllable?" (*ai*, *a_e*). If students give *ay* as an option, the teacher reviews the *ay* spelling. Students then replace the blank with each spelling option, one at a time to see if they can recognize the correct option and use a dictionary to check.
- Materials include a variety of activities and resources for students to practice skills to decode and encode one-syllable or multisyllabic words. In Unit 14, Week 2, Day 1, "Echo/Find Words Dictate" activity, the teacher says a word, students repeat the whole word, and then say the base word for any with suffixes. Students then build the word. If the word has a suffix, after building the base word, students add the yellow consonant or vowel suffix tile. Then one student comes up to build the word with "Standard Sound Cards." Worksheet activities for Unit 15 include Syllable Division, in which students scoop words into syllables and write each

syllable, for example, the word *shampoo*. Another activity titled "Tapping Flashcards" provides practice tapping and reading the words *ground*, *soup*, *scoot*, *crook*, *cue*, *glue*, *screw*, and *roost*. Another example includes a document titled "Memory Activity" in Unit 17, the "Make it Fun" activity, where students memorize and practice rhyming and decoding. Students use pre-printed word cut-out cards, place the cards face down, and then play a "memory game." Students take turns turning over two cards at a time to decode and read them. If the two words rhyme, they keep the cards and take another turn. If words do not rhyme, they return them face down, and the next student takes a turn choosing two cards.

- Materials include a variety of activities and resources for students to reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). For example, in Level 2, Unit 5, Week 1, Day 2, the teacher teaches multisyllabic words in the activity "Word of the Day" with the word *disrupt*. The teacher builds the word, reteaches syllable division, and asks, "How many syllables?" and "How should we divide this word?" Students mark up words by scooping them into syllables. The students then make words using sound cards and suffix cards to read. This practice incorporates cumulative review because multisyllabic words were introduced in previous lessons. In Unit 6 of the *Teacher's Manual* "Mark It!" center activity, the teacher leads students in a reinforcement activity using blank ivory cards to represent any consonant as they make Vce words and reminds them the silent-e makes the vowel before the consonant says its name. Students practice decoding and marking the different types of syllables using fillable Word of the Day card templates. In Unit 15, Week 1, Day 3, "Dictation/Dry Erase Review" activity, the teacher says a word and students repeat the word and then say the base word for any words with a suffix. For multisyllabic words, students say and spell each syllable orally before writing the syllables in the "Syllable Frames" at the top of the "Dry Erase Writing Tablet." They then write the words on the lines below. After writing, students scoop the word into syllables while reading it to proofread; for example, review words include *value*, *hood*, *foolish*, and *mildew*.

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)

- Materials include a variety of activities for students to practice decoding, encoding one-syllable or multisyllabic words, using knowledge of syllable types in isolation (e.g., word lists), and through connected text that builds on previous instruction. For example, in Unit 4, Week 2, Day 3, "Make It Fun" activity, the teacher plays a game where students build and write words with suffixes. the teacher has groups of three to four students and provides a list of words on the board (*bend*, *tall*, *bold*, *send*, *chill*). The students work in groups to make as many words as they can using suffixes. The material provides activities and resources to give opportunities for students to practice decoding CVC and multisyllabic words in a decodable connect text. For example, the material provides "Geodes" that align with the skills taught in each unit. In Level 2, Module 4, Set 1 Geodes, "Inside Scoop" provides decodable text for previously taught skills up to Unit 6. This provides a cumulative review of past skills of decoding. Some of the taught

decodable words include (*after, left, presses, pancake, snug, nonstop, twisted*). The material provides spelling word activities for multisyllabic words and phrase reading activities, for example, "sprint one block," "he spent your cash," and activities to read and draw a story; the students scoop sentences and then draw a picture to show what happens in the story.

- In the Unit 7, Week 1 activity in the *Teacher's Manual*, students practice changing open-syllable pseudo words to closed syllables by adding a consonant. A few examples of these pseudo words include: *cli-clin, shad-shede, frep-frepe*. During Unit 13, Day 5, "Dictation Check-up," students echo and write four dictated sounds, two review and current words, two "Trick Words," and one sentence using words with diphthongs or vowel digraphs.
- Materials include a variety of resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types in isolation (e.g., word lists) and through connected text that builds on previous instruction. The "Level 2 Teacher Guidance for Geodes" provides the phonetic focus of text and the connection to the Foundations scope and sequence. For example, Geodes Level 2, Set 1, glued sounds (*all, am, an, ng, nk*); Set 2, closed syllables exceptions, suffixes (*-s, -es, -ed, -ing, -er, -est*); Set 3 multisyllabic and compound words with two closed syllables; Set 4 suffixes (*-able, -en, -ful, -ish, -les, -ment, -ness*), prefixes (*dis-, mis-, non-, trans-, un-*). In Module 2, Set 1, V-E syllables and exception, suffix *-ive*; Set 2, open syllable; vowel *y*; Set 3, suffixes (*-ly, -ty, y*); Set 4, r-controlled syllables (*ar, or, er, ir, ur*). In Module 3, Sets 1–2, double vowel syllables (*ai, ay, ee, ea, ey*); Sets 3–4, double vowel syllables (*oi, oy, oa, oe, ow, /o/*). In Module 4, Set 1, double vowel syllable (*ou /ou/, ow*); Set 2, double vowel syllable (*oo, ou, ue, ew*); Set 3, (*au, aw*); Set 4, consonant -le syllable. Level 2 provides a student workbook with activities for Units 1–17 for students. Activities include decoding and spelling words with blends (e.g., *sl, th, dr, ch, bl*), r-controlled vowels (e.g., *ar, er, ir, or, ur*), vowel teams (e.g., *ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw*) and words with suffixes (e.g., *-s, er, ed*).
- Materials include a variety of activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable division principles in isolation (e.g., word lists) and connected text that builds on previous instruction. For example, in Module 4, Set 4, Geodes, "Mooncakes," the students practice reading multisyllabic words within a decodable book. In the book guidance, the students read the words *bundle, gathered, prepare, bakery, handle, dinner, delectable, round, that, time, first*, and *looks* and divide as needed to decode the words. The materials provide activities for decoding words in isolation. Additionally, in Unit 10, Week 2, Day 2, Word of the Day activity, the students build the Word of the Day and discuss the word's meaning. The teacher asks, "What is something people complain about?" The teacher reviews the concept and reteaches the double consonant syllable, syllable division rule, and the sound of *ai* using the Word of the Day. Students mark up the word by scooping the syllables and marking the syllable types. The double vowel combination can be circled, and the word splits between the two consonants: *Com-plain*.

Foundational Skills

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

The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing some grade-level morphemes but do not cover all of the skills as outlined in the TEKS.
The "Scope and Sequence" states that "students will read and spell words with common prefixes, such as un-, dis-, mis-, non-, pre-, re-, de-, and trans-.
- and words with suffixes [-s, -es, -ed, -ing, -er, -est, -ful, -less, -ment, -ness, -y, -ly, -ish, -able, and -en]." However, evidence does not include the teaching of suffixes *ion/tion/sion* as outlined in the TEKS. The material indicates the following systematic progression. Unit 4 teaches -s, es, ed, ing, and comparison suffixes -er and -est. Unit 5 addresses affixes -ful, -ment, -less, -ness, -able, -en, and -ish. Unit 6 covers -ive and Unit 7 addresses affixes -y, and -ly. Evidence does not include the teaching of suffixes *ion/tion/sion* as outlined in the TEKS in this progression.

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 (direct) instruction for supporting recognition of common morphemes. In Unit 5, the teacher writes the words and definitions of the affixes, *mis-* wrong/bad, *un-* not, *non-* not, *dis-*not, *trans-*across. The teacher plays a matching game with the class. The students receive a prefix or a definition. They must find the student that matches correctly.
- Materials include guidance for the teacher to provide explicit (direct) instruction for using common morphemes meanings (e.g., affixes, roots, and base words) to support decoding. For example, in Unit 5, Week 2, Day 1, "Introduce New Concepts," the activity "Teach New Suffixes (-ful, -less, -ment, -ness, -ish, -en, and -able)" instructs the teacher to use scripted procedures for suffixes. For example, teachers "Build a base word with Standard Sound Cards and add the appropriate Suffix Frame at the end of the word. Have students read the base word and then the whole word. Ask a student to come up and scoop the base word and circle the suffix. Ask the student to identify what kind of suffix is being used (a vowel suffix or a consonant suffix). Explain the new word's meaning (base word and suffix) to students, possibly using it in a sentence." Word examples include *thankful*, *thankless*, *shipment*, *kindness*, *childish*, *freshen*, and *expandable*. Additionally, in Unit 6, Week 2, Day 2, "Teach Suffix -ive," the material explains that "ive is sometimes part of a word and sometimes it is a suffix. The suffix is used to make words that describe something or someone." Materials provide examples of -ive as a suffix in words like *active*, *inventive*, and *disruptive*.
- Materials include guidance for the teacher to provide explicit (direct) instruction for using common morphemes meanings (e.g., affixes, roots, and base words) to support encoding. The materials include professional resources and videos to enhance teachers' knowledge of adding suffixes to base words. For example, the video titled "Marking: Adding Suffix to a Base word with silent e" guides teachers to instruct students on how to mark words that end in silent e when adding suffixes. For example, in the word *hoping*, scoop the base word *hope*, and circle the suffix -ing. Then to add a ^ and place a small e above the word to represent the e that was removed. In Unit 4, Week 2, Day 2, "Word of the Day," the teacher builds the word of the day and discusses the word's meaning by asking, "What does it tell us about a word when the suffix -ed is added?" For example, in the word *checked*, the teacher reteaches the meaning and sounds of the -ed suffix using the Word of the Day. The teacher asks, "What sound does the suffix -ed make in *checked*? What are the other sounds -ed can make?" A student marks the words by scooping or underlining the base word and circling the suffix. The student indicates the sound the -ed makes by writing a *t* above the *ed*.
- Materials include guidance for the teacher to provide explicit (direct) instruction for using common morphemes meanings (e.g., affixes, roots, and base words) to support reading comprehension. In Unit 4, the materials provide decoding of the affix -er. The teacher builds the word *thicker*. The teacher reteaches the concept of suffixes using the Word of the Day activity. Materials guide the teacher to ask, "Is the suffix -er being used to compare two things in the word *thicker*, or is it being used to mean someone who does something? Is -er a consonant suffix or a vowel suffix?" Students mark up the word by scooping or underlining the

base word and circling the suffix. The students mark the base word as a closed syllable. The teacher builds more unit words using *-er* and has students read the word by reading the base word first, then the suffix.

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)

- Materials include a variety of resources and activities for students to develop grade-level morphological skills (through cumulative review). For example, in Unit 4, Week 1, Day 1, the materials introduce *-er* and *-est* and provide the meaning of both affixes. In Unit 6, Week 2, Day 2, "Introduce New Concepts-suffix *-ive*," the teacher tells students that they have learned *ive* as part of a word, but as a suffix, it describes something or someone. The teacher and students build the word *act* with Standard Sound Cards, and students read the word. They add the yellow *-ive* Suffix Frame and read the whole word. Using Suffix and Syllable Frames, the teacher and students build several words with the *-ive* suffix, such as *active*, *inventive*, and *disruptive*.
- Materials include a variety of activities and resources for students to practice grade-level morphological skills (through cumulative review). The materials include practice activities under "Additional Print-Based Practice" to build on taught suffix skills and spiral previously learned morphological skills. For example, in Unit 5, Week 2, "Syllable/Suffix Detective," students read the words and then act as detectives to locate the words with suffixes and mark up those words, for example, the word *un-pack-ed*. The materials include practice activities in the "Student Workbook Level 2." In Unit 14, Week 2, activity "Mark Current Concepts," students segment multisyllabic words and circle affixes *-ing*, *-y*, *-ed*, *-s* in words. In the activity "Phrase Reading," students read three-word phrase sentences, identify highlighted multisyllabic words, and circle affixes in words.
- Materials include a variety of activities and resources for students to reinforce grade-level morphological skills (through cumulative review). For example, in Unit 7, Week 3, "Suffix *-y*, *-ly*, *-ty* Detective," the students read and locate the words with base words with suffixes (*-y*, *-ly*, *-ty*). The students then underline the word and circle the suffix. In a "Level 2 Expanding Vocabulary in Spelling" activity, students focus on thinking about word meanings to delete words on their dry-erase tablets based on hints given by the teacher. For example, they are told to "erase the word that is the opposite of understand." These words include words with affixes in the list.

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)

- Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists). The material provides activities and resources in the *Teacher's Manual* in Unit 4 and Unit 13 for decoding and encoding *-er* and *-est* in isolation. Students practice decoding words with suffixes in the following activities:

Introduce New Concepts, Word of the Day, Word Talk, Make It Fun, and Storytime activities. For example, in Unit 5, Week 2, Day 1, "Introduce New Concepts," the teacher introduces the suffixes *-ful*, *-less*, *-ment*, *-ness*, *-ish*, *-en*, and *-able*. The teacher uses scripted procedures for introducing suffixes. Then students add new suffixes in their "Student Notebooks." In the activity "Teach Spelling," the teacher dictates the word *upsets*; the students repeat the word, isolate the base word, and write the base word in syllables on their dry-erase board. In Level 2, Unit 9, Week 1, students use their magic gel boards and pens to add the suffixes *-ish* and *-y* to write review and current words, such as *standing*, *quickly*, *thickest*, and *thirsty*.

- Materials include a variety of activities and resources for students to decode and encode words with morphemes in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). For example, in *Teacher's Manual*, Unit 4, Week 1, Day 3, Word of the Day, the teachers show students the Word of the Day Card and have several students use the word in a sentence, prompting them as needed. The teacher writes a short sentence on the board, scoops it into phrases, and reads it. The students add the Word of the Day and the sentence to the "Vocabulary" section. In Unit 5, Week 2, Day 3, "Make It Fun," teachers print and copy a document that has definitions for prefixes *mis*, *un*, *non*, *dis*, and *trans*. The material instructs the teacher to cut up prefix words and match definitions into strips. Half the students receive paper strips with definitions and the other students receive strips with prefixes. Students find their matching definitions or words. Once they find their match, they come up with a sentence using that word. In Unit 7, students practice and reinforce their morphological skills by writing word bank words with prefixes in a puzzle with definitions.