Publisher Name	Program Name
95 Percent Group LLC	*95 Phonics Core Program Classroom Kit*

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:　　　　　　　　　　　　　　　　**250 / 340**

Quality Review Summary

Rubric Section	Quality Rating
1. **Intentional Instructional Design**	**38 / 53**
2. **Progress Monitoring**	**20 / 28**
3. **Supports for All Learners**	**13 / 32**
4. **Phonics Rule Compliance**	**30 / 36**
5. **Foundational Skills**	**149 / 191**

Strengths

- 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 do not provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
- 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.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 TEKS and ELPS in the scope and sequence. The materials do not include pacing for various instructional calendars, guidance for lesson internalization, or include guidance and resources to support instructional coaches.
- 1.2 Unit-Level Design: Materials do not include comprehensive unit overview, provide academic vocabulary for effective teaching.
- 1.3 Lesson-Level Design: Material do not include daily lesson objectives and lack lists of teacher materials needed for instruction.
- 2.1 Instructional Assessments: Materials do not include appropriate and defined instructional assessments aligned to TEKS at varying levels of complexity, nor do they offer guidance to educators on the consistent administration of assessments.
- 2.2 Data Analysis and Progress Monitoring: Materials do not include guidance to interpret student performance and tools for students to interpret track their growth.
- 3.1 Differentiation and Scaffolds: Materials do not provide educators with guidance to pre-teach unfamiliar vocabulary and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials do not guide educators in recommended structures to support effective implementation.
- 3.3 Support for Emergent Bilingual Students: Materials do not provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, or support for emergent bilingual students.
- 4.2 Daily Instructional Sequence and Routines: Materials and daily lessons do not provide immediate feedback or diverse opportunities for collaborative student practice.
- 4.5 Progress Monitoring and Student Support: Materials do not offer guidance for accelerated learning.
- 5.B.1 Oral Language Development: Materials do not provide explicit and systematic guidance for developing oral language through diverse methods, with opportunities for social and academic communication, active listening, discussion, and idea-sharing for various purposes and audiences.
- 5.C.2 Letter-Sound Correspondence: Materials do not guide teachers in phoneme-letter instruction with corrective feedback.
- 5.D.1 Phonological Awareness: Materials do not provide a systematic sequence for introducing phonological awareness, starting with simple skills and progressing to complex ones.
- 5.D.2 Phonemic Awareness: Materials do not include immediate recommended explanatory feedback based on common errors and misconceptions.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials do not systematically introduce and provide a variety of activities for regular and irregular high-frequency words.

- 5.E.4 Morphological Awareness: Materials do not include varied activities for

developing, practicing, and reinforcing morphological skills.

Summary

95 Phonics Core Program Classroom Kit is an English K–3 phonics program that offers a comprehensive and structured approach to literacy and phonics instruction. The program integrates phonemic awareness, phonics, high-frequency words, comprehension, and fluency into every lesson. The materials provide scripted daily lessons, defined lesson sequences, and routines including the I Do, We Do, You Do gradual release model. Additionally, the program includes resources designed to support family engagement through a weekly Family Support Letter. This weekly letter includes learning objectives from the week regarding phonics skills and high-frequency words along with corresponding activities, assessment, progress monitoring, and formative assessments.

Campus and district instructional leaders should consider the following:
- Explicit scripting is provided for teachers on what they say and expected student responses. The two areas in the scripting are represented by two colors (black teacher, blue student). Each lesson has an animated Digital Presentation File that can be projected to guide the instruction. The program provides limited guidance on corrective feedback. The program does not provide differentiated learning or small group guidance for reteaching, extension, and emergent bilinguals.
- The program consists of student manipulative pack for each student to utilize during the lesson which contain a spelling mat and chips along with student workbooks. The program lacks a digital student component. Six unit assessments are provided in the materials. Materials lack a diagnostic assessment, progress monitoring, and formative assessments.

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Intentional Instructional Design

1.1	Course-Level Design	8/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	3/5
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	1/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	2/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	1/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	1/4

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

Evidence includes, but is not limited to:

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

- The materials provide a downloadable year-long scope and sequence detailing the content and knowledge taught across the year for each grade level. This comprehensive document outlines the skills taught across all 30 units, organizing primary skills into various categories. These categories include the phonics skill focus, high-frequency words, morphology focus, and other skills taught in each lesson. However, the scope and sequence does not include a side-by-side document showing the TEKS.
- The grade 2 scope and sequence groups lessons by phonics skill. Lessons 1–5 review grade 2 skills. Lessons 6–10 cover predictable vowel teams, while Lessons 11–17 address unpredictable vowel teams. Lessons 18–21 focus on vowel-*r* combinations, and Lessons 22–25 cover complex consonants. Finally, Lessons 26–30 introduce grade 3 skills.

- A separate document correlates grade 2 content to the TEKS but does not reference or include the scope and sequence.

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).

- Grade 2 scope and sequence has lesson numbers 1–30, 30 weeks for 20 minutes daily. Each lesson spans one week, with five days in each. Lessons 10, 17, 21, and 25 review skills taught during the previous lessons. Lessons 1–5 review grade 1 skills. Five overview lessons at the end of the year introduce grade 3 skills. Each lesson spans one week; therefore, 21 weeks present new grade-level instruction.
- The materials guide teachers by specifying the day, lesson, and recommended time per lesson, but they do not include a specific pacing guide or calendar. The grade 2 scope and sequence lists lesson numbers 1–30. This structure provides learning for 150 days, which does not cover all the school days in a calendar year. While this document outlines the materials' structure, it does not offer specific details regarding pacing for schools using calendars with instructional days different from 150.
- 95 Phonics Core Program materials follow a scope and sequence with 25 lessons for kindergarten and 30 lessons for each of grades 1–3. Each lesson is designed to last for about 30 minutes per day. The *Teacher Edition* provides guidance on how to pace the lessons according to the school year and the students' progress. The program also allows for flexibility in pacing by providing review lessons, cumulative assessments, and optional activities. Suggested time allotments are provided for each lesson component. These are recommendations and are meant to provide guidance as teachers map out weekly lessons and instructional time frames. The program is designed to be met within one school year per grade level. Teachers have the autonomy to adjust the timing of lessons to meet students' needs and allow for interruptions to the schedule.

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

- The "Volume 1 Teacher's Guide" notes how grade 2 material emphasizes systematic phonics instruction, follows a prescribed sequence from simple to complex skills, and uses explicit teaching methods. This approach illustrates how concepts are structured and interconnected throughout the materials. Key elements include concepts of print, phonological awareness, letter-sound correspondence, letter formation, reading, writing, and high-frequency words.
- Materials provide an outline of how the program is divided into sections:
    - Lessons 1–5: Grade 1 review lessons
    - Lessons 6–10: Predictable vowel team lessons
    - Lessons 11–17: Unpredictable vowel team lessons
    - Lessons 18–21: Vowel-*r* lessons
    - Lessons 22–25: Silent letters, complex consonants, hard and soft *c/g*

- Lessons 26–30: Consonant-*le* and complex multisyllable patterns, as well as a review of all six syllable types.

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

- The scripted lessons provide structured support for delivering and implementing lessons. Lessons include suggested minutes for each component and a visual of the correlating online resource to project for students. However, lessons lack guidance, protocols, or templates to help teachers process future lessons.
- The "Program Components," "Student Engagement," and "Alignment with the Science of Reading" sections at the beginning of all three grade 2 volumes provide additional lesson support. These sections offer access to training materials, provide an overview of upcoming lessons, and highlight teacher tips and resources. However, the materials lack specific guidance or protocols for internalizing units and lessons within the framework of the materials.
- An overview of lessons and the lesson structure of the phonics materials with explanations of each component's connection to research-based phonics instruction is provided in the "Introduction to Volume 1: Teacher's Edition" for grades K–3. Before the first lesson begins for each grade, there is a detailed "Teacher Tip" callout box that provides further explanation and instructional notes around Lesson 1, along with a quick map out of the phonics area/s of focus in all lessons. Additional "Teacher Tips" and "Notes to Teachers" occur throughout the *Teacher Editions* (grades K–3), which offer additional guidance and explicit explanation of the lesson, its activity, and its connection to phonics instruction. However, lessons lack guidance, protocols, or templates to help teachers process future lessons.

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

- The materials serve as a teacher resource but do not provide specific support or guidance for administrators to support teachers with effective implementation.
- The materials do not include a structured plan or protocol for administrators or instructional coaches to assess the effectiveness of the materials in classrooms and offer constructive feedback to teachers.
- The materials provide an "Admin 'Look For'" form that informs administrators what they should be looking for in a classroom utilizing the 95 Phonics Core Program. The walkthrough form includes categories such as Instructional Delivery, and Observed Evidence of Effective Instruction. The criteria include a three-point scoring system: 1) Not at all..., 2) Some of the time..., 3) All the time....There is no guidance that accompanies the form to explain implementation or what to do with the forms when completed.

Intentional Instructional Design

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

The materials include comprehensive unit overviews that provide the background content knowledge necessary to effectively teach the concepts in the unit. Materials do not include comprehensive unit overviews that provide the academic vocabulary necessary to effectively teach the concepts in the unit. Materials do not include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials include unit overviews with limited information. 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 teacher's guide explains how concepts develop within a unit. This guidance explains various unit concepts, including phonological awareness, orthographic mapping, fluency, high-frequency words, and passage reading. For example, the background knowledge for reading passages includes the following, "The grade 2 curriculum includes 60 passages written for the lessons. There are 2 passages for each weekly lesson. Each lesson includes 1 informational and 1 literary passage."
- The teacher guide provides vocabulary that supports instruction within lessons. In addition, one teacher's guide provides definitions of academic terminology presented throughout the course in a teacher glossary. However, the materials do not include academic vocabulary specific to each unit.

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

- Grade 2 weekly "Family Support Letters" in the online materials are available in English and Spanish. These letters are distributed weekly for each lesson, offering families an overview and practical suggestions to support their child's phonics learning at home. For example, "This week in our grade 2 classroom, we are focusing on a new phonics lesson that explores the vowel team *ie*. Our goal is to help students learn to read and spell words containing this vowel team, which can be pronounced in two different ways: the long *e* sound as in *chief* and the

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long *i* sound as in *tie*.". The letter provides an overview of key concepts and suggests activities for home practice. An initial parent letter describes sample activities and questions designed for "Read Aloud Time," "Word Dictation," "Penny Spelling," and the "Questions" sections of each newsletter. Subsequent newsletters follow this structure by including the week's focus words for use in each section.

- The "Online Portal" includes downloadable "Grade 2 Weekly Phonics Focus" letters that provide information to parents on what students are learning and activities they can do at home to support their children. For example, in Lesson 2, parents are guided to review consonant sounds, vowels, initial three-letter blends, and final blends with *s-, l-,* or *t-*. The letter provides examples of initial and final blends, including words such as *scrap, stretch,* and *raft*. The letter also includes a place for families to record words with blends they find throughout the week from the books parents read with their child.

Intentional Instructional Design

1.3	Lesson-Level Design	27/34
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.	24/30
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.	1/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

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

Evidence includes, but is not limited to:

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

- Daily lessons provide the overall objective for the week but do not include daily objectives. For example, the learning objective in Lesson 15 is "Students demonstrate understanding of the *ou* vowel team pattern by correctly identifying, reading, and writing pattern words in isolation and passages." This lesson encompasses multiple days, but the lesson only provides a single objective rather than daily lesson objectives.
- Daily lessons include comprehensive, structured, detailed lesson plans that include questions and tasks to meet the content and language standards of the lesson. For example, in Lesson 15, the teacher uses "Sound-Spelling Cards" to introduce the target sounds, a gesture to represent the syllable type, "Sound-Spelling Mapping" paper, "Syllable Mapping" grids, and a passage. Questions include "Look at this phrase. What do I do first? Where does this word go?"
- The "Online Portal" includes a "Grade 2 Assessment Overview." This resource provides an assessment alignment that demonstrates how the lessons' standards are incorporated are addressed in the assessments throughout the materials.

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

- Each lesson begins with stated learning objectives and includes activities with varying recommended times. The materials suggest a 20-minute duration for daily phonics instruction. Teachers can extend this time for a slower pace or additional practice opportunities.
- The *Teacher Edition* "Volume 1," under "Overview of Lesson Structure," provides daily timing for the entire lesson. Each lesson includes red bands with suggested timing for each component. For example, in Lesson 15, Day 1, the suggested pacing is two minutes for "Phonological Awareness Warm-Up," five minutes for "Phonics Pattern," five minutes for "Writing (Sound Spelling Mapping)," three minutes for "Writing (Syllable Mapping)," and five minutes for "Passage Reading."

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

- The teacher and student materials necessary to effectively deliver the lesson can be found in the "Materials" section in the "Introduction" and in the "Lesson Structure Overview," and they are explicitly called out in each lesson section. There are images in the text that refer to the specific materials used, along with callout boxes that restate the materials being used. However, individual lessons do not include an overview that lists teacher materials.
- The right side margins in the *Teacher Edition* of each lesson page have pictures of the teacher materials required for the lesson. For example, in Lesson 15, teacher materials include the presentation tool, "Sound-Spelling Cards," a "Routine for Word Sorting," "Sound-Spelling Mapping" paper, a "Syllable Mapping" chart, and the passage.
- An icon indicates when the student workbook is needed. In Lesson 15, for example, the icon can be seen in the "Phonics Pattern," "Writing," and "Passage Reading" sections.
- The material includes essential teacher materials like presentation files and student materials such as phonics chips, sound-spelling mats, and sound-spelling cards. Students receive workbooks specifically designed for phonics instruction, with each activity accompanied by clear guidance from the teacher. This setup ensures students have the necessary materials and direction to participate and actively learn during the lesson.

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

- On the "Customer Portal," teachers may download weekly "Family Support Letters" for homework, extension, or enrichment. These letters are intended for parents to assist students in completing tasks accurately.
- The "Online Portal" includes "Grade 2 Family Support Letters," which include extended practice activities for home use. For example, the Lesson 15 letter includes examples of words with two different *ou* sounds, including *bound, loud, rough, and young*. It also includes a chart

where students can collect words they find throughout the week with these sound-spelling patterns.

- The *Teacher Edition,* under "Parent Instructions," specifies the purpose of these instructions and directs teachers to download the weekly instructions for parents. These instructions are intended to help parents support their child.

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Progress Monitoring

2.1	Instructional Assessments	18/24
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	10/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	1/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	3/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	2/2

The materials include a variety of instructional assessments at the unit level (including diagnostic, formative, and summative) that vary in types of tasks and questions. The materials include a variety of instructional assessments at the lesson level (including diagnostic and formative) that vary in types of tasks and questions. Materials do not include summative assessments at the lesson level that vary in types of tasks and questions. Materials include the intended purpose for the type of instructional assessment included. Materials do not include definitions 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 objectives of the course, unit, or lesson. Diagnostic, formative, and summative assessments are not aligned to the TEKS. 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.

- Each lesson spans approximately one week. Units vary in length, ranging from four to seven weeks, with the final week of the unit reviewing previously taught content and including the summative unit assessment. The materials provide summative unit assessments measuring students' progress in learning unit content. The "Grade 2 Assessment Overview" recommends administering summative unit assessments after each of the six units.
- Unit assessments include various question types and tasks covering sound-spelling mapping, pattern words in content, syllable mapping, and passage reading with comprehension. For example, Unit 3 measures sound-spelling mapping, where teachers instruct students to finger-stretch a word, tap a box for each sound, and place a dot in the bottom right corner of each box. Last, students write the letter that spells each sound. The second part of the unit assessment is pattern words in content. The teacher instructs students to determine the

correct pronunciation of vowel team words by using the context in the sentence and then circling the keyword with the same vowel sound. The third part of the assessment is sentence dictation, where the teacher dictates a sentence for the students to write using the correct spelling and punctuation. The fourth part of the assessment is syllable mapping. Teachers direct the students to tap the box on their paper for each syllable they hear. They write the letters that spell the sounds they hear in each syllable in the table and then write the whole word (first column students write the first syllable; second column students write the second syllable; and third column students write the whole word). In the final part of the assessment, students read a passage and then provide a written response to each comprehension question.

- The materials include formative assessments that also serve as diagnostic assessments at the lesson level. Each student uses the Student Workbook to complete a variety of tasks and questions that align with the lesson content. For example, Lesson 1, Day 5 in the Student Workbook asks students to place words from a word list onto a chart to indicate whether it has "2 sounds, 3 sounds, or 4 sounds," then students practice timed whisper reading for words and phrases and circle the last word/phrase they were able to complete within one minute, reading left to right. Finally, the materials include sentence dictation.
- While the materials do have formative assessments during the lesson, they do not include summative assessments for each lesson but rather include a summative assessment after a specific number of units.
- The materials include diagnostic and formative assessments at the unit level, including the Phonemic Awareness Screener for Intervention™ (PASI™). The materials state that this is "an informal diagnostic assessment of specific phonemic awareness skills." It is also a formative assessment for "monitoring a student's progress" throughout the program. While all done orally, the assessment does vary in questions and tasks, such as "We're going to isolate the first sound in a word" and "We're going to add a sound to the beginning of a word to make a new word."

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

- The "Assessment Overview" explains the purpose of the one type of assessment offered in the grade 2 program: "Summative unit assessments are used to determine if students have mastered the critical skills within the unit lessons." The overview continues with, "If least 80% of the students in the class respond correctly to each section of the assessment, it is an indication that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group." The materials also state that if a student misses more than one response in a section, check the student's understanding of the skill with additional items similar to those in the assessment. Students who do not have a complete understanding of the skill(s) may require extra practice opportunities, reteaching, or additional time to master the skill(s).
- The materials do not define summative assessment.

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

- To ensure consistent and accurate administration of instructional assessments, the materials provide clear instructions for teachers on administering each assessment section and include specific scoring criteria. For example, in the sound-spelling mapping section, the scoring states, "Award 1 point for each correctly spelled sound placed in the correct box. Example: Student receives 2 out of 3 points for *dig* if the letter *d* is reversed (*b*). Points are only deducted for any other letter reversals (only b/d) or if there are not dots in the boxes." There is a total of 15 points.
- The materials provide scripting for teachers to read during the administration of assessments, such as "Now it's your turn. I'll say a word. First, repeat the word. Next, finger stretch while saying the sounds to yourself and place dots in the boxes. Then, write the letter or letters that spell each sound. Remember that each sound gets its own box. Finally, read the word." Assessments are administered after specific review lessons, indicating a structured and consistent approach to assessment scheduling.

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

- The provided materials help teachers identify how the summative assessments align with the grade 2 objectives. The assessment overview page includes a table that displays the skills assessed in each summative unit assessment. Under the teacher scripting subheading, tiles such as "Phonics: Vowel -*r*," "Prefixes/Suffixes," and Multisyllable Words" indicate the skill being assessed. The summative assessments link to the review lesson, which connects to the content delivered in each lesson, demonstrating alignment between the assessments and the lesson objectives.
- The materials do not identify the TEKS assessed in the formative, summative, or diagnostic assessments.
- The materials include diagnostic and formative assessments that are aligned to the objectives of the units, including the Phonemic Awareness Screener for Intervention™ (PASI™), which is outlined in the Resource Crosswalk that connects the skills in PASI™ to the course objectives for phonological awareness.
- The materials include formative assessments that also serve as diagnostic assessments at the lesson level. Each student uses the Student Workbook to complete a variety of tasks and questions that align with the objectives of the lessons.

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

- Summative unit assessments offer a diverse range of tasks with varying levels of complexity. For instance, the "Grade 2 Unit 6 Assessment" includes more complex tasks with syllables from given words. These tasks become more rigorous utilizing word banks and comprehension questions are expected to be answered in complete sentences instead of phrases.

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- The sound-spelling mapping task requires students to spell words using sound-spelling mapping paper by finger-stretching the sounds in words, dotting a box for each sound in a word, then writing the letter(s) that corresponds to the sound.

Progress Monitoring

2.2	**Data Analysis and Progress Monitoring**	2/4
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.	**0/1**
2.2c	Materials include tools for students to track their own progress and growth.	**0/1**

The instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials do not 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.

- Instructional assessments and scoring materials guide teachers in interpreting student performance. They advise, "If a student misses more than one response in a section, check their understanding with similar items. Students who do not fully grasp the skills may need extra practice, re-teaching, or additional time to master the skills."
- The scoring materials advise teachers to modify core instruction (whole group or differentiated small group) based on the percentage of students correctly answering assessment items. If fewer than 80 percent of students respond correctly, teachers should provide additional instruction on the specific skill.

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

- The materials neither offer guidance nor provide tasks and activities to address student performance trends on assessments. The instructions give general advice, suggesting that if a student misses more than one response in any section, the teacher should check the student's understanding by administering additional similar items. Materials suggest reteaching, giving more time, or offering other opportunities.
- The materials set a benchmark (80 percent correct responses) to determine whether core instruction is effective. If less than 80 percent of students respond correctly, it recommends additional teaching strategies during Tier 1 core instruction, either as a whole group or in differentiated small groups. However, the materials lack guidance on responding to (differentiated) students' needs when mastery is not reached.

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

- Although the materials provide an "Assessment Overview" guide, it does not include tools for students to track progress and growth. The "Assessment Overview" includes the number of assessments for each grade level, directions for administration, scoring instructions, and general suggestions for responding to data. To respond to data, the guide suggests reteaching skills scoring below 80 percent proficiency in either a whole-group or small-group setting.

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Supports for All Learners

3.1	**Differentiation and Scaffolds**	2/8
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.](#)	**2/3**
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)	**0/2**
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.](#)	**0/3**

The materials do not 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 do not include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

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

- The materials contain teacher guidance for differentiated instruction, activities, and/or paired lessons for students who have not yet reached proficiency on grade-level content and skills. The introduction has an overall narrative about students on IEPs for reading disabilities, which mentions gradual release and utilizing manipulatives to differentiate and scaffold learning. All students receive differentiated instruction through the strategies provided in the whole group lesson components.
- The right margins include teacher tips and guidance in general wording ("Note: More instruction on the soft *g* is coming in lesson 2"), but they do not include differentiated instructions. The materials provide a gradual release (I do, we do, you do) structure for lesson delivery, but there are no explicit instructions or guidance on addressing students who may be deficient or have not reached grade-level mastery.

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

- The materials do not include preteaching or embedded supports, unfamiliar vocabulary, or references in text within the lessons. The grade 1 program emphasizes phonological awareness, phonics, and word study as its primary focus. While it mentions enriching other literacy strands, like vocabulary development and comprehension instruction, it does not

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detail specific strategies or supports for pre-teaching or embedding unfamiliar vocabulary or references in the text.

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

- The materials do not include teacher guidance for differentiated instruction, enrichment, or extension activities for students who have demonstrated proficiency in grade-level content and skills.

Supports for All Learners

3.2	Instructional Methods	11/13
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.	1/3

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 include guidance for teachers to support effective implementation. Materials do not support multiple types of practice (e.g., guided, independent, collaborative) to support effective implementation. Materials do not include recommended structures (e.g., whole group, small group, individual) to support effective implementation.

Evidence includes, but is not limited to:

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

- The materials include effective teacher guidance and recommendations through structured instructions, modeling, time management, and recommendations that support differentiated instruction and effective sequencing of activities. These aspects collectively contribute to effective lesson delivery and facilitation, ensuring that teachers can successfully implement the activity and support student learning in diverse educational settings.
- Materials provide teacher guidance and recommendations through a script for each lesson for teachers to read from. For example, students learn to read and spell words with the long vowel silent -e pattern. The teacher introduces this concept using the following script: "Words with the long vowel silent -*e* pattern have (repeat it with me): 1 vowel, 1 consonant, and an e at the end. What type of vowel sound is in a silent-*e*-syllable word? (long) The gesture for the long vowel silent -*e* pattern is 2 fingers in a V-shape to connect the 2 vowel letters. Practice the gesture with me. V-shape to connect the 2 vowel letters. Practice the gesture with me. silent -*e* Let's look at the long vowel silent -*e* pronunciations and their keywords. As I show you each one, say the keyword and then say the vowel sound while showing the silent -*e* gesture. Remember, these are pronounced with the long vowel sound." The teacher displays the keywords *ape*, *equal*, *ice*, *ocean*, and *Ruby/unicorn*.
- The right-hand margins include teacher tips and guidance on the delivery of instruction to use with a variety of lessons, for example, "Even though there are 3 letters in the vowel team *ig*, all vowel teams are represented with the 2-finger gesture."

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

- The materials include effective teacher guidance and recommendations through structured instructions, modeling, time management, and recommendations that support differentiated instruction and effective activity sequencing. These aspects collectively contribute to effective lesson delivery and facilitation, ensuring that teachers can successfully implement the activity and support student learning in diverse educational settings.
- The materials provide teacher guidance and recommendations through a script for each lesson for teachers to read from, for example, "Finger stretch and place a dot in the bottom right corner of the boxes you'll need. Next, write the letters. Remember that each sound gets its own box. Then, mark a V connecting the vowels if the word follows the silent -*e* pattern. Last, whisper the sounds and read the word to yourself."
- The right-hand margins include teacher tips and guidance on the delivery of instruction to use with a variety of lessons, for example, "Routine for Multisyllabic Word Reading with Syllable Bars: First, underline the vowels. Next, determine how many consonants are between the vowels and where to divide the syllables. Then, for each syllable, ask: Syllable type? Vowel sound? Syllable. Last, read the word."

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

- The materials include activities for guided and independent practice but do not include opportunities for collaborative practice. Additionally, teachers present lessons in a whole-group instructional setting without guidance for small-group or individual instruction. For example, during a word chain activity, the teacher models the process, students think of possible words, and the teachers scribe the students' responses on the board. It primarily focuses on the instructional activity without addressing how it can be adapted for different group sizes or settings.
- Lesson delivery follows a gradual release of I do, we do, and you do, but it does not offer collaborative work such as partners or small groups.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The materials contain two documents, "95 Phonics Core Program and English Learners" and "Overview and Approach English Language Learners," which contain general overarching teacher guidance on providing linguistic accommodations for English language learners, such as scaffolding the learning and other components of the lesson that are not different or unique to second language learners as all students participate in the suggested items. For example, the materials state "To help with language development, students are asked to echo words that are being used for phoneme manipulation. As many as 16 prompts are provided at different lesson segments that serve as practice scaffolds for the English learner. Students are asked to say prompts with the teacher and later repeat them as a 'we do' portion of the lesson. Additional scaffolds for emergent bilingual students include pictures and illustrations that match words used as prompts for phonemic awareness skills. The most essential element to the effective instruction of all students is honoring the linguistic repertoire that all students possess as they enter school. This is particularly true for the English learner. The 95 Percent

Phonics Core Program honors and builds on all linguistic assets and ensures that through explicit instruction, students can learn to read and write." The materials do not reference ELPS or provide detailed strategies for different proficiency levels.

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

- The materials do not include implementation guidance to support teachers in effectively using them in state-approved bilingual/ESL programs. The materials suggest overarching information, such as, "English Learners (ELs) often need instruction in the phonological structure of a new language, especially when those structures differ from their native language. For example, Spanish-speaking students often need support to help them move from the syllabic structure of their native language to the phonemic structure of English." This does not explicitly guide how to support the varying levels of language proficiency. The materials do not explicitly reference state-approved bilingual/ESL programs and do not mention specific state standards or guidelines, such as the Texas Essential Knowledge and Skills (TEKS) for bilingual/ESL education or any other state's guidelines.

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

- The materials do not effectively support academic vocabulary development through written discourse, as they focus on basic vocabulary without providing explicit guidance or activities for teachers. They also lack strategies to deepen comprehension through written discourse, such as encouraging summaries or reflections. Furthermore, there is no embedded guidance for teachers to connect content to students' prior knowledge or facilitate cross-linguistic connections through written activities, which is essential for comprehensive learning across languages.
- General reference supports are embedded regarding learning the English language but are not specific to supporting emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, or making cross-linguistic connections. Embedded supports for academic vocabulary and building background knowledge are unavailable to support emergent bilingual students.

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

- The materials contain general guidance to support language development for phonemic awareness instruction: "The 95 Phonics Core Program follows a structured literacy approach that is explicit, systematic, and sequential at multiple levels, from phonemes and phoneme-letter relationships to vocabulary, sentence structure, and, eventually, text structure. The

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common fabric throughout this process is the integration of oral language development. To help with language development, students are asked to echo words that are being used for phoneme manipulation. As many as 16 prompts are provided at different lesson segments that serve as practice scaffolds for the English learner. Students are asked to say prompts with the teacher and later repeat them as a 'we do' portion of the lesson. These repetitions help store either words or phonemes in long-term memory."

- The materials do not include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse in any different way beyond Tier 1 instruction that all students receive. The materials use basic vocabulary but lack guidance on engaging emergent bilingual students in oral discourse to expand their academic vocabulary. They include basic Q&A but lack strategies for deepening comprehension through interactive methods such as questioning. The material does not connect students' prior knowledge or provide cross-linguistic connections between their native language and English.
- Materials are not designed for dual language immersion (DLI) programs and do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- Materials include lessons that are systematic and sequential. Materials go from simple to more complex in a systematic sequence. Each lesson scaffolds to the next lesson, with many opportunities to review and add on to the new skill being taught. For example, "Phonics instruction that is systematic is better than no preplanned order of skill instruction. Effective phonics instruction follows a prescribed sequence that progresses from simple to complex."
- Materials state, "Effective phonics instruction follows a prescribed sequence that progresses from simple to complex. Our phonics products follow a skills progression defined by 95 Percent Group's phonics continuum so that each lesson builds on earlier mastered concepts." Materials provide teachers with the sequenced instruction of sound-symbol correspondence for all 30 lessons. The teacher's script includes, "Now we're going to spell closed-syllable words with an initial blend. Watch how I use the Sound-Spelling Mapping paper, which has boxes to map the sounds in a word. Each box holds only 1 sound. The word is *grab*."
- In Lessons 1–5, students review grade 2 skills. In Lessons 6–17, students learn vowel teams beginning with predictable patterns (only making one sound) and then moving to unpredictable patterns (the vowel team makes one sound). In Lessons 18–21, students learn vowel *-r* syllables. In Lessons 22–25, students learn complex consonants (trigraphs, silent letters, and the soft sounds of *c* and *g*). Finally, in Lessons 26–30, students learn consonant *-le* and open syllables and review the six syllable types.

- Materials include a sequential daily lesson with the following components: "Phonics Pattern," "Sound-Spelling Mapping," "Fluency," "Sentence Dictation," "Morphology," "Passages," and "Comprehension." The scope and sequence provides units with a focus on a skill and multiple daily opportunities for practicing phonics skills: Lessons 1–5 review grade 1 skills; Lessons 6–10 cover predictable vowel teams (*igh*, *oa*); Lessons 11–17 cover unpredictable vowel teams (*ai*, *ay*, *oi*, *oy*); Lessons 18–21 cover vowel -*r*; Lessons 22–25 cover complex consonants (*ck/k*, *tch/ch*, *dge/ge*); and Lessons 26–30 preview grade 3 skills.
- Materials state, "The foundational grade 1 skills taught in the first 5 lessons include short vowels, consonant blends and digraphs, the floss rule, phonogram patterns, and long vowel silent -*e*. The level of mastery of these skills, along with a solid foundation in phonological awareness, are critical to a student's ability to move through the advanced skills included in the grade 2 materials. The grade 2 phonics skills include predictable and unpredictable vowel teams, vowel-*r*, silent letter patterns, soft *c* and *g* rules, and complex consonants. Also, in grade 2, a heavy emphasis is placed on identifying, reading, and spelling multisyllabic words following the 6 syllable types. This program includes instruction on extracting meaning from the morphological units of base words, roots, and affixes related to the 3 layers of language (Anglo-Saxon, Latin, and Greek)."

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

- The daily lessons provide opportunities to practice the following skills: "Phonological Awareness Warm-Up" (two minutes daily); "Phonics Pattern" (explicitly taught on Day 1, reviewed on Day 2, and applied on Days 3–5); "Sound-Spelling Mapping," in which students have multiple weekly opportunities to map words the teacher dictates; "Fluency," in which students practice each week at the word and phrase levels with one-minute timed readings of pattern and high-frequency words; "Sentence Dictation," where students can correct any errors; "Morphology," which explicitly teaches the meanings of prefixes, suffixes, and Latin roots and provides opportunities to apply them to determine meanings; and "Passages," in which two passages are included each week (Days 1 and 3 cover underlining pattern words, Days 2 and 4 cover reading the entire passage, and Day 5 covers reading both passages).
- In Lesson 11, students learn to read and write words with the *ie* vowel team. The teacher introduces keywords for the long *e* and long *i* sound that this vowel team makes. The teacher models decoding the word *cries* in the phrase "the child cries," trying the *e* sound first since it is most common. Since that pronunciation does not work, the teacher models flexing the sound to the long *i*. Then, as a class, they repeat the procedure with the word *brief*. Students do this independently in their workbooks with six additional phrases to provide context to the words with the target vowel team. The rest of the days in Lesson 11 offer additional opportunities for students to practice reading and writing words with the target sound.
- Materials state, "Effective phonics instruction follows a prescribed sequence that progresses from simple to complex. Our phonics products follow a skills progression defined by 95 Percent Group's phonics continuum so that each lesson builds on earlier mastered concepts." The program uses an explicit approach where students are directly taught phonics concepts. It mentions that "explicit instruction produces the best results" and that the

phonics products use an explicit approach where "students are directly told the phonics concept." The phonics patterns are emphasized and made more explicit through various methods such as manipulatives, gestures for syllable types, and reinforcement for learning with reading-writing connections.

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

- Materials provide week-long lessons that provide students with many opportunities to practice focused phonics skills in isolation with decodable text. Lesson activities include word sorting, sound-spelling mapping, word chains, and transfer to text using phrases, sentences, and decodable passages.
- Materials include the practice of phonics skills in isolation. In Lesson 12, students learn the *ow* vowel team. Students sort words in isolation based on the sound the vowel team makes in the word (e.g., *show*, *brown*) and practice sound-spelling mapping. The lesson progresses to explicitly teaching the vowel team pattern *ow* with clear instructions on pronunciation variations, reinforcing phonics skills related to vowel teams through structured activities like word sorting and sound-spelling mapping. Students are guided to identify and pronounce words with the *ow* vowel team in isolation and within sentences, ensuring they grasp common and less common pronunciation contexts.
- Additionally, materials include the practice of phonics skills in decodable text. In Lesson 20, materials include practicing with suffix morphemes and allow students to practice identifying them in the passage "Praying Mantis." This text provides pattern words such as *aid, raise, away, say, join, toil,* and *play*
- Students underline words with the *ow* vowel team in the decodable text "The Town of Crown Point" before reading the text. The directions for reading the text are "1. First, whisper-read all the underlined words in the rest of the passage. 2. Then, go back to the beginning and whisper-read the passage."
- Lesson 18 utilizes the vowel *-r* patterns and then presents students with the decodable text "The State Fair." This text includes the pattern words *air*, *bare*, *scare*, *clear*, *here*, *board*, and *before*.

Materials include opportunities for cumulative review of previously taught skills.

- The first unit reviews grade 1 skills. These include short vowels, constant blends and digraphs, the floss rule, phonogram patterns, and long vowel silent *-e*. Materials include opportunities for cumulative review of previously taught skills at the end of each of the six units. Review weeks include weeks 10, 17, 21, 25, and 30. For example, in Lesson 6, students learn the vowel teams *igh* and *oa*; in Lesson 7, they learn *ee* and *oe*; in Week 8, they cover *ai*, *ay*, *oi*, and *oy*; and in Week 9, they learn *au* and *aw*. Finally, Lesson 10 is dedicated to reviewing all these predictable vowel teams.
- Lesson 17 reviews the unpredictable vowel teams learned in the previous six units. On Day 1, a note in the teacher's guide instructs teachers to share: "Today we are reviewing how to read and spell words with the vowel team pattern. Remember, a vowel team has 2 or more letters

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side by side that are pronounced as 1 vowel sound. Some vowel teams spelled with 2 letters side by side can be pronounced 2 different ways. In this lesson, we will review the 2 sounds for the vowel teams *i-e*, *o-o*, and *o-u*." The lesson continues with a review of the hand gesture for vowel teams and the picture cards for unpredictable vowel teams. Students apply their knowledge of the reviewed content to read and spell words with unpredictable vowel teams.

- Materials incorporate reading activities that use decodable texts. The "Passage" section has students read simple sentences containing high-frequency words and words that can be decoded based on their phonics knowledge. For example, Lesson 22 includes the decodable "A Knack for Kneading." Students apply knowledge of previously learned skills to decode words such as *bread, treats, knotted, fresh,* and *flat,* along with words that contain the focus sound-spelling pattern.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- Materials are based on the gradual release model of I do, we do, you do this throughout every lesson. The teacher models every section of the lesson, and the students chorally practice with the teacher before they complete independent practice. For example, the introduction states, "The 95 Phonics Core Program has the I DO, WE DO, YOU DO modeling cycle. This cycle provides a gradual release from teacher modeling to students successfully doing the task independently." Material uses techniques such as pointing to vowels, gestures for syllable types, and hands-on phonics chip movements to teach phonemic awareness and phonics patterns explicitly. It emphasizes that the phonics instruction follows a systematic sequence designed to build upon previously mastered concepts. This allows for teacher modeling and explicitly teaching phonics concepts and patterns they need to learn.

- For example, in Lesson 6, Day 1, students learn to read and write words with vowel teams *igh* and *oa*. The teacher has the students repeat that vowel teams have "2 or more letters side by side that are pronounced as 1 vowel sound." The teacher introduces the *night* and *oat* "Sound-Spelling Cards." The teacher then models sorting words with these vowel teams. Modeling of these sounds and letters that make the vowel teams continue into sound-spelling mapping, where the teacher models finger stretching the sounds in words with the taught vowel teams and writing the corresponding letters to the sounds in boxes before reading the word.

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

- The materials provide daily instruction, which includes opportunities for direct and explicit guided instruction. However, the materials do not contain teacher notes on the right margin

stating that the gradual release model is to be used to provide feedback. There is no guidance for providing feedback.

- Materials provide lessons that include various opportunities to practice in whole groups and independently. The materials indicate the teacher is to guide this practice by stating, "Figure out how many boxes we'll use. (–) Finger stretch and say the sounds, plus the phonogram. (/s/ /t/ /r/ plus the phonogram /ing/) How many sounds? (3 consonant sounds plus the phonogram –) How many boxes? (3 plus the phonogram rectangle) Tap and place a dot for each sound and the phonogram. (/s/ /t/ /r/ plus the phonogram /ing/)." Students continue this skill independently in their workbooks using finger stretching and boxes with additional words dictated by the teacher to correctly spell and read words based on the skill. Materials do not contain specific guidance for immediate, corrective feedback.

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

- Daily instruction includes various opportunities for students to practice in whole groups and independently in the student workbook; however, the materials do not guide small groups or practice through collaborative learning. Daily instruction includes a variety of opportunities for independent practice through word sorts, dictation, and passage reading; however, there are no opportunities for collaborative practice.
- The lessons include various opportunities to practice with the whole group and independently. For example, in the student workbook, the students are sound-spelling mapping with closed-syllable and short-vowel patterns. The teacher's script reads, "We've done sound-spelling mapping before. Let's do one together. The word is *wet*. Word? (*wet*) Finger stretch and say the sounds. (/w/ /ĕ/ /t/) How many sounds? (3) How many boxes? (3) We need 3 boxes. We tap and mark a dot in the bottom right corner for each sound. (/w/ /ĕ/ /t/) Now, we write the letters. Which letter spells the /w/ sound? (*w*) Where do I write it? (in the first box) Which letter spells the /ĕ/ sound? (*e*) Where do I write it? (in the second box) Which letter spells the /t/ sound? (*t*) Where do I write it? (in the third box) Syllable type? (closed) Sounds? (/w/ /ĕ/ /t/) Word? (*wet*)." The teacher guides independent practice in the workbook by dictating words, and the students are expected to hand gesture sounds, dot the corners, write the letters in the sound boxes, and read the word.
- The "Sound-Spelling Mapping" activity provides opportunities for independent practice as students are guided through mapping sounds using phonics chips and transferring that knowledge to writing in their workbooks independently. For example, students follow these steps: "1. I'm going to say a word and you'll repeat it. 2. Finger stretch the sounds and place dots in your workbook. 3. Then, say each sound and move chips on your mat...." Words to dictate include *flute*, *stack*, *white*, *shone*, *grub*, and *he*.

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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. Materials include practice opportunities that 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.

- Cumulative review is included throughout the program. Lessons 10, 17, 21, 25, and 30 consist of review lessons for learning within each unit of lessons. These review lessons provide structured opportunities to revisit and reinforce previously taught skills, ensuring ongoing retention and mastery.
- Lessons 6–9 focus on predictable vowel teams, each concentrating on different vowel combinations. In Lesson 6, students demonstrate their understanding of *igh* and *oa*. In Lesson 7, students demonstrate their knowledge of *ee* and *oe*. In Lesson 8, students demonstrate their understanding of *ai*, *ay*, *oi*, and *oy*. In Lesson 9, students demonstrate their knowledge of *au* and *aw*. Review Lesson 10 consolidates all previously taught predictable vowel teams, allowing students to demonstrate their understanding comprehensively. In each lesson, students identify, read, and write pattern words both in isolation and within passages.
- In Lesson 10, students review predictable vowel team patterns by identifying, reading, and writing words in isolation and passages. Instructional activities include sound-spelling mapping, underlining pattern words in the text, syllable mapping, morphology instruction, passage reading, written response, multisyllabic word reading, phrase reading, and sentence dictation.

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

- The introduction states, "Our phonics products follow a skills progression that is defined by 95 Percent Group's phonics continuum so that each lesson builds on earlier mastered

concepts." For example, in Lesson 6, the students learn spelling for long *i* and long *o*. In this lesson, students also practice reading and writing words with blends that have been previously taught, such as *fright* and *toast*.

- Lessons progress over five days. The skills are explicitly taught from Days 1–4, while Day 5 reinforces the skills taught. For example, on Days 1–4, students learn about reading and spelling with *ch* and *sh*. On Day 5, the teacher's script states, "Let's review the consonant digraph spellings and pronunciations: The pronunciation for the digraph *c-h* is /ch/ as in *chair* or *branch*. The pronunciation for the digraph *s-h* is /sh/ as in *shoe* or *brush*." Students then go to their workbooks and complete activities such as reading and writing words containing *sh* and *ch* digraphs.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable text is provided in each lesson and includes the cumulative practice of previously taught phonics skills. In Lesson 9, students learn about the *aw* and *au* spellings. To practice this phonics skill, they read the text "Paws and Claws." In this story, they also review words with suffix -*s*, previously taught in words such as *dogs, pads, shapes*, and *sizes*.
- In daily instruction with a phonics skills focus of predictable vowel teams *a-i*, o-i, a-y, and o-y s, students read a decodable passage titled "Pond Days" about pond life. Students focus on underlining words with predictable vowel teams *a-i*, *o-i*, *a-y*, and *o-y*, such as *may*, *coil*, *joy*, and *traits*, and words of previously taught phonics skills such as *teeth*, *legs*, *thick*, and *take*. This cumulative practice ensures they apply their phonics knowledge in connected text.
- In Lesson 15, students read the decodable "50 Pound Trout." They practice reading words with the target patterns *ow* and *ou* in words like *trout, mounted*, and *outside*. Students also review reading words with suffixes, including *prized, fishing*, and *hooked*.

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

- Each lesson offers students opportunities to practice decoding and encoding in isolation and through decodable text. Passages are written to have a significant percentage of pattern words. The purpose of using decodable text is to provide students who have just learned and practiced reading words with the newly taught phonics pattern with sufficient practice in applying their new knowledge to reading words in connected text.
- For example, in Lesson 8, students learn the stable long vowel patterns *ai*, *ay*, *oi*, and *oy*. They practice encoding and decoding words with these patterns, including *boil*, *brain*, *play*, and *stay*. They also read the decodable text "Clay Play," which includes additional practice reading words with these spellings, including *rained, day, foiled*, and *joy*.
- In Lesson 22, the phonics skill lesson with the instructional focus of silent letters *gn*, *kn*, *mb*, and *wr*, students use sound-spelling mapping where they tap out sounds in words and apply learned phonics spelling rules in spelling and writing words such as *kneel*, *gnaw*, *crump*, and *wrap*. Students go on to the connected text titled "A Knack for Kneading" where they underlie words with the instructional focus on silent letters *gn*, *kn*, *mb*, and *wr*, such as *knead*,

wrapped, *gnaw*, and *wreaths*. Students then read the connected text containing words aligned with the instructional focus underlined from the previous day.

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

Evidence includes, but is not limited to:

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

- Materials include one type of developmentally appropriate assessment by offering six end-of-unit assessments. These assessments take place every four to seven weeks/lesson.
- Teachers administer end-of-unit summative assessments to the whole class in the areas of closed, open, and long vowel silent -e syllables; vowel team syllables; prefixes; multisyllabic words; vowel-*r* syllables; complex consonants; silent letters; hard and soft *c* and *g;* and consonant -*le* syllables. These are assessed through tasks such as word sorts, sound-spelling mapping, dictation, syllable mapping, passage reading, and comprehension to determine if students have mastered the unit content.
- The end-of-unit assessment overview shows the continuum from simple to complex skills throughout the year.
  - For example, the "End-of-Unit Assessment 1" skills assessed are a review of grade 1 skills and closed, open, and long vowel silent-*e* syllables.
  - "End-of-Unit Assessment 2" skills assessed are predictable vowel teams, prefixes and suffixes, and multisyllabic words.
  - "End-of-Unit Assessment 3" skills assessed are unpredictable vowel teams, prefixes and suffixes, and multisyllabic words.
  - "End-of-Unit Assessment 4" skills are vowel-*r*, prefixes and suffixes, and multisyllabic words.
  - "End-of-Unit Assessment 5" skills are complex consonants, silent letters, soft *c* and *g*, consonant -*le*, and multisyllabic words.

- o "End-of-Unit Assessment 6" skills assessed are all syllable types, prefixes and suffixes, and multisyllabic words.

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

- Assessment materials include a script and scoring directions for clear, consistent, and accurate administration to ensure all teachers administer the assessments similarly. Teachers use directions in the "Administrator Overview" document to score assessment items based on the number of points per item. Administration guidance is for teachers to complete the assessment as a whole group.
- For example, in the subtest "Sound-Spelling Mapping," the script states, "You are going to spell words using sound-spelling mapping paper. Let's do the first word together. The word is coach. Word? (*coach*) Let's finger stretch *coach* and say all the sounds in the word. (/k/ /ō/ /ch/) There are 3 sounds in the word *coach*. Tap a box for each sound and place a dot in the bottom right corner of each box. Now let's write the letters that spell each sound. What is the first sound? (/k/) Which letter? (*c*) We write the letter *c* in the first box. What is the next sound? (/ō/) Which letters? (*o-a*) Write *o-a* in the second box. Next sound? (/ch/) Which letters? (*c-h*) We write *c-h* in the third box since these 2 letters spell 1 sound. Now it's your turn. I'll say a word. 1) Repeat the word. 2) Finger stretch while saying the sounds to yourself and place dots in the boxes. 3) Then, write the letter or letters that spell each sound. Remember that each sound gets its own box. 4) Finally, read the word."

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

- Workbook pages are used in daily instruction for students to individually demonstrate their acquisition and level of mastery of daily phonics skills of letter/sound correspondence in reading and writing words through identifying initial sounds/letters, letter formation, and reading and writing of words and sentences.
- Day 5 lessons include a spelling test of words containing the week's spelling pattern. In Lesson 16, students learn to read and write words using unpredictable vowel teams. The spelling test includes words such as *brief, good,* and *proud*.

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

- Materials provide summative end-of-unit assessments at the end of each of the seven units spanning 30 weeks/lessons. "Summative Assessment 1" assesses closed, open, and long vowel silent -*e* syllables. "Assessment 2" assesses predictable vowel teams, prefixes and suffixes, and multisyllabic words. "Assessment 3" assesses unpredictable vowel teams, prefixes and suffixes, and multisyllabic words. "Assessment 4" assesses vowel-*r* syllables, prefixes and suffixes, and multisyllabic words. "Assessment 5" assesses complex

consonants, silent letters, hard and soft *c/g*, consonant -*le* syllables, and multisyllabic words. "Assessment 6" includes all syllable types, prefixes and suffixes, and multisyllabic words.

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.	1/2
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	0/1

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

Evidence includes, but is not limited to:

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

- Unit assessments evaluate students using individual recording sheets on which students mark/write their answers. These assessments include clear, scripted directions for administering and scoring student responses.
- The instructions provide a general overview of the summative unit assessments, informing teachers about sound/letter correspondence in decoding and encoding in isolation and continuous text along with comprehension. The "Assessment Overview" states, "If at least 80% of the students in the class respond correctly to each section, it is an indication that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group."
- The materials include the One95 Literacy Platform to access the 95 Phonics Screener for Intervention™ (95 PSI™), which can be used to obtain a deeper analysis of student's deficits and provide direction on which skills to teach in a small group setting. Additional data-management tools include the 95 Phonics Core Program Unit Assessment Data Tracker and the 95 Phonics Core Program Weekly Spelling Tests Data Tracker, custom-designed spreadsheets that offer teachers a means to document individual student progress.

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

- The instructions provide a general overview of the summative assessments and state, "If at least 80% of the students in the class respond correctly to each section, it indicates that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group." The results of this assessment are included in a spreadsheet for analyzing patterns and needs.
- The materials include the One95 Literacy Platform to access the 95 Phonics Screener for Intervention™ (95 PSI™), which can be used to obtain a deeper analysis of students' deficits and provide direction on which skills to teach in a small group setting. The publisher states "additional data-management tools include the 95 Phonics Core Program Unit Assessment Data Tracker and the 95 Phonics Core Program Weekly Spelling Tests Data Tracker, custom-designed spreadsheets that offer teachers a means to document their class's progress."

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

- The materials include general guidance on progress monitoring, which upholds "80% of the students responding correctly" as the basis for making instructional decisions. Beyond that, the materials do not provide specific guidance for progress monitoring based on students' strengths or needs are provided.
- The materials provide a general overview of the summative assessments and state, "If at least 80% of the students in the class respond correctly to each section, it is an indication that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group." However, no guidance is given to identify, track, or close gaps.
- The materials focus on responding to assessment outcomes rather than prescribing a specific frequency of monitoring based on strengths. Unit assessments evaluate learning with individual student recording sheets on which students mark/write their answers, and teachers then assess individual learning based on criteria in the "Assessment Overview." Here materials provide assessments and scoring guidance but do not provide guidance on progress monitoring.

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

- At the end of each of the six units which span four to six weeks, unit assessments are completed by the students. They are evaluated at the student level using the individual student recording sheets where students mark/write their answers. Teachers use the scoring criteria in the "Assessment Overview" to individually score student answers.
- The instructions provide a general overview of the summative assessments and state, "If at least 80% of the students in the class respond correctly to each section, it is an indication that

core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group." However, no guidance is given on how to accelerate learning based on the progress-monitoring data to reach mastery of specific concepts.

Texas Instructional Materials Review and Approval (IMRA)
95 Percent Group LLC, *95 Phonics Core Program Classroom Kit*, English Phonics, Grade 2

Foundational Skills

5.B.1	Oral Language Development	0/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	0/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	0/4
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)	0/9

The materials do not include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials do not include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials do not 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 do not include step-by-step lesson plans that guide teachers through oral language activities. Materials do not include oral language and oracy practice through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials include explicit and systematic teacher-scripted instruction including modeling, guided practice, and independent practice and independent practice in letter-sound correspondence, phonemic awareness, decoding, encoding, and morphology both in the whole group and independently. Lessons do not address developing oral language and oracy as teachers explicitly teach the lesson and students in the whole group chorally repeat what the teacher says or respond to questions as a whole group. Students complete work independently in their workbooks. For example, teachers model sorting words with the floss rule, sound-spelling mapping, underlining pattern words in passages, reading pattern words, and writing pattern words, but there is no modeling for oral language development or oracy. When the teacher guides students through a word sort, the teacher explains the process and students chorally echo what the teacher says. There is guided practice in phoneme substitution, word sorts, sound-spelling mapping, syllable mapping, and underlying passage words, but there is no guided practice for oral language development or oracy. In guided practice, when students decode a word, the students in the whole group say the letter names of the word and the sounds of each letter, and then they read the word. Teacher-scripted lessons do not include any scripting or guidance on coaching or feedback to students.

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

- Materials include opportunities for students to respond chorally and verbalize procedures. For example, in the lesson on phonics patterns for digraphs *th, wh,* and *ck,* students respond chorally to teacher questions. The teacher says, "Today we are learning to read and spell closed-syllable words with the consonant digraphs *th*, *wh*, or *ck*. A consonant digraph has 1 sound spelled with 2 consonants side by side. The letters are not pronounced with 2 separate sounds. Repeat it with me." The students chorally respond: "A consonant digraph has 1 sound spelled with 2 consonants side by side." The teacher asks some additional questions that the students chorally respond to, such as, "Where is the initial position in a word? (at the beginning)" and "Where is the final position in a word? (at the end)." In spelling words using syllable mapping, the teacher has a script, such as, "The word is *roadside*. Word? (*roadside*) I tap 1 box for each syllable we hear. (*road/side*) How many syllables? (2) Now, I write the letters that spell the sounds in each syllable. First syllable? (*road*) First sound? (/r/) Letter? (*r*) Second sound? (/ō/) In this syllable, the long *o* sound is spelled with the vowel team *o-a*. Third sound? (/d/) Letter? (*d*) Syllable type and gesture? (vowel team) Syllable? (*road*)." This same process is repeated for the second syllable. Then, the students chorally read the word *roadside*. Materials do not include scripted lesson plans to give students opportunities to engage in communication for different purposes and audiences, including social or academic communication.

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 opportunities for students to listen, chorally respond, and verbalize their learning in the whole group. There are opportunities for students to talk in the lessons, but it is often to chorally respond or to verbalize a process. For example, after modeling the procedure for sorting words, the teacher asks the students questions, and they respond chorally: "Look at this phrase. What do I do first? (find the word with the *e-w* vowel team) Syllable type and gesture? (vowel team) Vowel sounds? (/yū/ or /ū/) Try the most common *e-w* pronunciation first. Word? (/hyū/) Read the phrase. (/hyū/ the wood) The word *hew* means to cut or chop with an axe or other tool. Does this pronunciation make sense in the phrase? (yes)." After a decodable text is read, the teacher says, "We'll discuss the story when you've finished reading." Lessons include questions to ask after reading the text. For example, students read the decodable text "What I Drew," and students respond to the questions in the whole group: "What do you think the author drew? How do you know?" Materials do not include read-aloud discussion guide with prompts that include frameworks for structured academic and social conversations. The guide contains discussion questions, conversation starters, and guidelines for effective discussions. Materials do not include authentic opportunities for students to share information and ideas with their peers about what they already know on a topic before a read-aloud or talk through a response before sharing their answers with the class. Materials

do not promote active listening during lessons nor provide opportunities to build student oracy by responding to text and asking questions with peers during direct instruction. Prompts are not provided in the teacher materials to allow students to process and share their learning during direct instruction or to ask questions throughout the lesson.

Foundational Skills

5.C.2	Letter-Sound Correspondence	28/30
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)	0/2
5.C.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S)	24/24

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

Evidence includes, but is not limited to:

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

- Materials include a scope and sequence that shows a progression that starts with letters most useful in decoding. For example, materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. In Unit 1 (Lessons 1–5), teachers review blends, digraphs, the floss rule, phonograms, and long vowel silent -e. In Unit 2 (Lessons 6–10), teachers review predictable vowels teams including *igh*, *oa*, *ee*, *oe*, *ai*, *ay*, *oi*, *oy*, *au*, and *aw*. In Unit 3 (Lessons 11–17), teachers introduce unpredictable vowel teams including the multiple sounds for *ie*, *ow*, *ea*, *oo*, *ou*, and *ew*. In Unit 4 (Lessons 18–21), teachers introduce *r*-controlled vowels. In Unit 5 (Lessons 22–25), teachers introduce silent letters (*gn*, *kn*, *mb*, and *wr*), complex consonants (*ck/k*, *tch/ch*, and *dge/ge*), and the hard and soft sounds for *c* and *g*. Materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. In Lesson 7, students learn the predictable vowel teams *ee* and *oe*. They encode words such as *cheek*, *doe*, and *week*. They encode words such as *three*, *hoe*, and *goes*. They encode sentences like "We need our feet to have a good life." They encode sentences like "There are two breeds of goats."
- Materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. In Lesson 21, students learn vowel-*r* patterns *ar* and *or*. They encode words such as *chart*, *mark*, and *sport*. They encode words such as *spark*,

torn, and *port*. Students decode sentences such as "The man said he was here to escort us during the storm." They encode sentences such as "She marked our hands with a red star."

- Materials provide specific language the teacher can use in each lesson to teach letter names and sounds explicitly. For example, there is a teacher script for each letter/sound that is introduced that follows the same sequence. For example, the lesson provides a script for the teacher to explicitly and systematically introduce the vowel-*r* patterns (*er*, *ur*, and *ir*) and emphasize their common sound /er/. For example, the teacher says, "We are continuing to learn about the vowel-*r* patterns *e-r*, *u-r*, and *i-r*. Although these patterns are spelled differently, they make the same sound, /er/." The teacher models how to use sound chips to map out and write the letters corresponding to the sounds in words, such as in the activity where they write the word *perch* after identifying the sounds. For example, the teacher says, "Let's do one together. Watch me move the chips and write the letters. The word is *perch*." The lesson continues to follow a systematic approach by introducing the vowel-*r* patterns and then applying this knowledge to word chaining and reading words in a passage. The word-chain activity reinforces systematic decoding by changing one sound at a time to form new words. The teacher models how to change one sound at a time to form new words (e.g., *her* to *herd* to *hard* to *harm*). This is an example of a systematic approach to encoding. For example, the teacher says, "Let's change *her* to *herd*. This word is the one used in the sentence 'There is a herd of sheep.' It is also spelled with the most common spelling for /er/." In the passage reading, the teacher's script states, "Now it's time to read a passage. In this passage, we will learn how a hawk hunts for food to bring back to the nest for her young."

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 scripted lesson plans that guide the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words. However, the teacher guide does not include ideas and support to the teacher in providing explanatory feedback instead of correct/incorrect feedback. Materials include scripted lesson plans to provide direct and explicit instruction on the trigraphs *-dge* and *-tch* and on how to decode and encode words such as *hatch*, *lodge*, *fetch*, and *judge*, but the teacher guide does not include ideas and support to the teacher in providing explanatory feedback.
- Materials include guidance for the teacher to provide explicit instruction connecting phonemes to graphemes within words but do not recommend explanatory feedback for students based on common errors and misconceptions. The teacher guide does not include a section with information on common decoding mistakes and suggestions on how to teach proactively. Although "Teacher Tips" and notes are provided in the *Teacher Edition*, none of them focus on common decoding mistakes or suggest how to teach proactively. For example, a note provides the teacher additional support to provide instruction focused on connecting the phonemes to letters within words such as in this lesson: "Note: The letters *g* and *h* become part of a vowel team when they follow the single vowel letter *i*. When these 3 letters team up, they are pronounced with 1 sound, /ī/."

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, such as sorting and word-chain activities, for the application of letter-sound correspondence to decode one-syllable and multisyllable words in isolation. For example, students develop, practice, and reinforce the long vowel silent -*e* pattern. Activities to develop an understanding of this letter sound correspondence include a word sort in the student workbook where they read the words *note*, *eve*, *gripe*, *tube*, and *shake* and write the word under the correct column; column titles have the long vowel listed along with a picture representing the long vowel. Students complete word-chain activities with multisyllable words in isolation in their workbooks following the routine for word chains: "Change the word (insert word) to word (insert word). How do you spell the new word? Write the word (insert word) under the word (insert word)." For example, the teacher says the word *halfway*, and then the student writes the new word *subway* under *halfway* by determining the syllable that changed and how to spell the new syllable. This routine continues with the teacher dictating the new word *subway* to *subscribe* and *subscribe* to *describe*.
- Materials include a variety of activities for the application of letter-sound correspondence to decode one-syllable and multisyllable words in decodable connected text. For example, students develop, practice, and reinforce their learning by reading decodable text in their student workbooks titled "Twigs From a Vine," where they practice reading the pattern words such as *grape*, *piles*, and *prune*. This text allows students to reinforce reading words with closed syllables such as *twist*, *craft*, and *twigs*. Students read the decodable text "Winter to Spring" from their workbooks. In this story, students practice reading multisyllable words like *summer*, *converts*, and *patchwork*. This text also allows them to reinforce previously learned words with vowel teams including *snowstorms*, *yellow*, and *flowers*.

Foundational Skills

5.D.1	Phonological Awareness (K–2)	7/12
5.D.1a	Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	4/4
5.D.1b	Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	0/2
5.D.1c	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)	3/6

The materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). Materials do not include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). Materials do not include 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 work at the phoneme level with phoneme manipulation skills addition, deletion, and substitution in all units. The introduction states, "Because of the importance of PA in learning to read, the 95 Phonics Core Program includes a short, 2-minute warm-up of PA at the start of each lesson throughout grades K–3…. As the lessons progress, the PA prompts, which contain advanced phonemic manipulation skills, increase in complexity from adding, deleting, and substituting initial and final sounds (late K and grade 1) to substituting a sound in a consonant blend (grade 2)."

- Students practice phoneme deletion. They take away the beginning phoneme of an initial blend to make a four-phoneme word into a three-phoneme word such as *flash* to *lash* and *street* to *treat*. The program focuses on blending sounds (Lessons 1–5), progresses to deletion tasks involving blends and substitution (Lessons 6–10), and further advances through various types of substitution exercises (Lessons 11–30). While the materials address complex skills and provide a systematic approach, identifying and producing rhyming words and recognizing spoken alliteration are not explicitly outlined. The focus of the lessons primarily revolves around phonemic awareness activities such as phoneme deletion, substitution, and the manipulation of sounds within words.

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)

- Teacher tips provide general overarching guidance. For example, the teacher tip in Lesson 1 states, "Resist the temptation to skip the phonological awareness warmup. Daily exposure to thinking about sounds in words is critical for later word learning. In grade 2 lessons, the PA focus begins with phoneme segmentation and builds up to the more complex tasks of manipulation. A student's automaticity with adding, deleting, and substituting sounds within a word has a high level of correlation to reading proficiency. Remember that this is an auditory activity without print."
- Grade 2 lessons include work at the phoneme level and are considered phonemic awareness instead of phonological awareness. Students practice phoneme substitution by changing medial sounds. The teacher reviews the instructions for phoneme substitution by saying, "I'll say a word and you repeat it. Next, I'll tell you a sound to substitute, or change, in the word. Then, tell me the new word. Ready?" The teacher provides 16 words for practice including *rougher/runner* and *glimmer/glitter*.

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 focus on activities and resources that help develop, practice, and reinforce student understanding of phonological awareness skills as all tasks are at the phoneme level. Lessons consist of phoneme segmentation, phoneme addition, phoneme deletion, and phoneme manipulation. For example, students practice phoneme substitution by changing the medial sound in single-syllable words. After reviewing the directions, the teacher provides 16 words for practice including *tap/tip* and *met/mat*. Students work on phoneme substitution by substituting the vowel phoneme in a single-syllable word with four phonemes. After reviewing the directions, the teacher provides students with 16 words for practice including *black/block* and *stuck/stack*.

![IMRA logo]

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- Materials include lessons on adding, deleting, and manipulating phonemes. In Unit 1, students add phonemes to a blend. In Unit 2, students delete a phoneme in a blend and substitute phonemes. In Units 3, 4, and 5, students substitute phonemes. In Unit 6, students add, delete, and substitute phonemes.
- For example, in Lesson 4, the teacher models phoneme addition from a word with three phonemes to four. The teacher reviews the directions: "I'll say a word and you repeat it. Next, I'll tell you a sound to add to the word. Then, tell me the new word. Ready?" Then, the teacher gives the students 16 words for practice including *mass/mask* and *miss/mist*. Teachers model deleting phonemes from four-phoneme words to make three-phoneme words. The teacher reviews the directions: "I'll say a word and you repeat it. Next, I'll tell you a sound to delete, or take away, from the word. Then, tell me the new word. Ready?" Students have 16 practice opportunities including *hold/hole* and *wild/wile*. Teachers model phoneme substitution by

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modeling changing the sound in a word to form a new word such as *grows* to *froze*. Students then work through the phoneme substitution process with the lesson script of *bread* to *thread*, *clinch* to *flinch*, and *cloud* to *plowed*.

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 direct and explicit instruction for teaching phonemic awareness through a lesson script but do not include recommended explanatory feedback for students based on common errors or misconceptions. For example, the teacher models using this script for phoneme segmentation: "Listen, my turn. The word is *sit*. I finger-stretch while saying each sound in the word. (/s/ /ĭ/ /t/)." The teacher says this while finger-stretching the sounds beginning with the thumb. The teacher provides guided practice with the word *red* and provides 16 words for practice.
- In a lesson on phoneme manipulation, the teacher reviews the skill using the script directions: "I'll say a word and you repeat it. Next, I'll tell you a sound to substitute, or change, in the word. Then, tell me the new word. Ready?" The materials include 16 opportunities for practice including *clue/blue* and *cry/dry*.
- The teacher tip provides a general reminder of a look-for, but not of specific feedback. For example, the teacher tip provides a visual chart to remind teachers to use hand gestures for the six syllable types, but it does not provide guidance on feedback or explanations of misconceptions.

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

- Materials include direct and explicit instruction for teaching phonemic awareness through a lesson script but do not include recommended explanatory feedback for students based on common errors or misconceptions. For example, for the routine for sound-spelling mapping, which models encoding (segmenting sounds) and decoding (blending sounds), the lesson script states, "Finger-stretch sounds. How many sounds? How many boxes? Dot boxes in the workbook. Sound? Chip? (repeat for each sound) Which letter spells the /_/ sound? (repeat for each sound) Word?" The teacher models how to use phonics chips and sound-spelling boxes for sound-spelling mapping. The teacher models with the word *smash*. The teacher finger-stretches the sounds and then represents consonants with blue chips, digraphs with orange chips, and vowels with red chips in the box. The teacher replaces the chips with letter(s) and then reads the word. The teacher models word chains utilizing the following routine: "Change word *x* to word *y*. Which sound changes? Which letter(s) change? Write word *y* under word *x* and read the word." The teacher models this process with *shop* to *chop* to *chip* to *chick*.

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

- The materials include a variety of activities specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills (through cumulative review). For example, for phoneme segmenting, students develop the skill in Lesson 1. Students have the opportunity to reinforce the skill throughout the week and have opportunities for reinforcement in sound-spelling mapping lessons with finger-stretching throughout the year. In Lesson 2, students learn phoneme addition. They practice the skill daily in Units 3 and 4 and then review the skill throughout the year including in Lessons 5 and 9.
- In Lesson 6, materials include opportunities to develop deleting phonemes in the initial position. Students practice that skill in daily lessons throughout the week. Students reinforce the skill throughout the year in lessons including Lessons 7, 8, and 9. The Lesson 10 script states, "Today we are going to practice phoneme deletion. Let's review the instructions: I'll say a word and you repeat it. Next, I'll tell you a sound to delete, or take away, from the word. Then, tell me the new word. Ready?" This is a reinforcement of phoneme deletion, which is taught in Lessons 6–9.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include lessons and activities that systematically teach phonics skills and concepts, from simple to complex, across the year. For example, in Unit 1, students learn initial blends, digraphs, the floss rule, two-letter blends, phonograms, long vowel silent -*e*, and inflectional endings. In Units 2 and 3, students learn vowel teams. In Unit 4, students learn vowel-*r*. In Unit 5, students learn silent letters, trigraphs, and the soft sounds of *c* and *g*. In Unit 6, students learn to read multisyllabic words with all six syllable types. In Lesson 4, students learn the long vowel silent -*e* syllable type. Students learn the keywords for this syllable type and the gesture. Students sort words by the long vowel sound-spelling, including *grape*, *eve*, *gripe*, *stroke*, and *prune*. In Lesson 30, students review all six syllable types.
- The lesson objectives are aligned with the grade-level TEKS sound-spelling patterns. For example, the teacher demonstrates chip movement by putting a dot in each syllable box based on the number of syllables in the word, writing letters in boxes that correlate to the syllable (utilizing V for silent -*e* words), and then reading the word. The materials include a scope and sequence of sound-spelling patterns skills that show progression throughout the school year. The progression is presented week by week in the learning objective for the unit.

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For example, students demonstrate understanding of the *ie* vowel team pattern by correctly identifying, reading, and writing pattern words in isolation and in passages.

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

- The materials include detailed guidance integrating the teacher's actions for teachers to use during phonics instruction. For example, a lesson on predictable vowel teams (*ai*, *ay*, *oi*, and *oy*) offers a systematic approach to teaching these patterns. The word chains activity guides the teacher in helping students change one sound at a time to form new words, reinforcing the sound-spelling pattern in a practical and engaging manner. For instance, starting with *foil* and changing it to *boil*, *bail*, and *fail* involves explicitly teaching the changes in sounds and corresponding letters. When teaching the silent letter patterns *gn*, *kn*, *mb*, and *wr*. The teacher uses the keywords *gnome*, *knight*, *key*, and *wrist* to introduce these sound-spelling patterns. The teacher models reading words with these patterns, and the students read words to sort them by spelling pattern. Words include *gnaw*, *knead*, *crumb*, and *wrap*.
- The materials provide sample scripts or bulleted teaching points and explicitly defined language with consistent routines for systematic and explicit instruction on sound-spelling correlations and syllable combinations. For example, when introducing the long *i* silent -*e* pattern, the script for sorting words with the target sound spelling. The script explicitly teaches students how to compare the words *ride* and *rid* to find the word with the long *i* sound spelled with the *i_e* pattern, using the *ice* "Sound-Spelling Card." The teacher models sound-spelling mapping with the vowel team *ou* with two different patterns using *house* and *touch* utilizing the script provided: "Finger-stretch *rough*. (/r/ /ŭ/ /f/) How many sounds? (3) How many boxes should I dot? (3) First sound? (/r/) Chip? (blue) Second sound? (/ŭ/) Chip? (light purple) Third sound? (/f/) We will use the orange chip to represent the digraph *gh*. Which letter spells the /r/ sound? (r) Which letter or letters spell the /ŭ/ sound? (*ou*) Which letters spell the /f/ sound? (*gh*) Yes, remember in this word, the /f/ pronunciation is spelled with the *gh* digraph. Sounds? (/r/ /ŭ/ /f/) Word? (*rough*)."

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

- The materials include activities for students to review, practice, and reinforce their knowledge of grade-level sound-spelling patterns and through cumulative review. For example, when learning the sound-spelling pattern for vowel teams *ee* and *oe* word sorts, students sort words based on the spelling pattern after the teacher models the process. Sound-spelling mapping with phonics chips enables students to finger-stretch the sounds in words before placing a chip in each box and writing the letter(s) for each sound. Decodable passages and dictation of words, phrases, and sentences are also utilized. Words used in this lesson include *creek*, *toe*, *speed*, *boat*, and *woes*. Students practice with word chains, including the dictated words *see/seek/sleek/sleep*, where students write the initial word and change one sound/letter each time to write the new word. Additional practice is found in phrase reading, such as "after they

meet Joe" and "went to greet Moe." To reinforce, students read the decodable text "Feeling Good Feet," where they read words such as *need*, *speed*, and *toes*. Lessons incorporate multiple activities for students to practice these patterns. Students categorize words based on vowel team patterns, such as *wait*, *gray*, *join*, *joy*, *pause*, *paws*, *grape*, *grain*, *laud*, *law*, and *paste* in the correct columns corresponding to the vowel team sounds. The lesson includes cumulative review activities, such as reading and underlining vowel team words in a passage about pond life. This reinforces students' understanding by applying their knowledge in different contexts.

- The materials include dedicated review weeks with various multimodal activities and resources for guided and independent cumulative review during the school year. The teacher models sound-spelling mapping with chips and then uses chips and sound-mapping paper to map on the boxes how many sounds are in a word before writing the corresponding letter(s) for each sound and then read the word. This same activity is completed with syllables using syllable-mapping paper in which students write a syllable in each box and then read the word. During independent practice, students use the pages in their student workbooks to complete activities such as word sorts by writing a word from the word bank in the correct column based on the sound-spelling pattern; reading decodable words, phrases, and text; sound spelling and syllable mapping; using word chains; and writing dictated words, phrases, and sentences.

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

- The materials provide a variety of activities and resources to decode and encode words in isolation that build on previous instruction. For example, in learning the vowel teams, au and aw, students read words in isolation during a word sort, including clause, pause, jaw, and claw, in which they sort the words based on the au/aw sound-spelling pattern. Students encode words in isolation when sound-spelling mapping, including raw, fraud, saw, and vault, by touching a box for each sound and writing the letter(s) that correlate to each sound. When learning the ea spelling pattern, students read words in isolation during a word sort, including health, scream, weak, and dream. They encode words in isolation when sound-spelling mapping, including yeast, dread, teach, and plea.

- The materials provide a variety of activities and resources to decode and encode words in decodable connected text that builds on previous instruction. Lessons include a decodable passage reading activity where students apply their decoding skills to read connected text. Students are instructed to identify and underline words that follow the newly learned sound-syllable pattern. As students read and write in connected text, they encounter words with previously taught sound-spelling patterns to ensure text builds on previous instruction. For example, in learning the vowel teams au and aw sound-spelling pattern, students encode words in context in dictated sentences, including "The hawk has been squawking." and "Will you haul the rocks before you go." Students also decode words in context in the decodable text "Paws and Claws." Sentences they read include Paws and claws uplift a dog's life. and "All

paws have pads." When learning the ea sound-spelling pattern, students encode words in context in dictated sentences, including "Beads of sweat dripped down her head." and "The heat beat down on Neal." Students also decode words in context in the decodable text "Glee at the Beach by the Sea." Sentences they read include "Heading to the beach by the sea is a treat." and "The feel of heat from the gleaming sun and your feet in heaps of sand is restful."

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	32/42
5.E.2a	[Materials include a systematic sequence for introducing regular and irregular high-frequency words.](#) (PR 2.A.1)	**0/2**
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)	**16/24**
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 do not 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. 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). Materials do not include a systematic sequence for introducing regular and irregular high-frequency words. Materials do not include a cumulative review of reading and writing high-frequency words in isolation or connected 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).

Evidence includes, but is not limited to:

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

- The materials do not include a consistent, coherent sequence for introducing regular and irregular words that align with the sound-spelling patterns being learned in phonics. For example, high-frequency words taught in Unit 1 include *pull*, *sit*, *tell*, *best*, *both*, *fast*, *wash*, *wish*, *call*, *cold*, *sing*, *five*, *gave*, *made*, *write*, *why*, *would*, *very*, and *your*. In Unit 3, high-frequency words include *its*, *right*, *around*, *don't*, *green*, *sleep*, *their*, *us*, *or*, *been*, *before*, *always*, and *friend*. In Unit 4, high-frequency words include *work*, *first*, and *off*.
- High-frequency words with like spelling patterns are not grouped together and are not taught in a sequence of letters or phonemes found in the word. For example, the word *around* is taught in Lesson 7, and *found* is taught in Lesson 15, with Lesson 15 phonics skill focus being the two sounds of *ou*.

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- The materials do not organize or sequence the introduction of words within a lesson or across the week, introducing too few words or words without any patterns for students to effectively master. The scope and sequence shows materials include instruction on 11 irregular high-frequency words and 36 regular high-frequency words. One to three words are taught each week.

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

- The materials provide teachers with important points to emphasize about introducing regular and irregular words to students including decoding the decodable parts of words and memorizing the irregular parts of words. The "95 Phonics Core Program" uses high-frequency word practice throughout the grades (based on the Dolch grade-level list). The "95 Phonics Core Program" uses both regular and irregular high-frequency words.
- Materials teach irregular high-frequency words as heart words by drawing a heart above a non-phonetic, high-frequency word to indicate the portion of the word where the spelling is unexpected. Teachers utilize the "Presentation File" to project the high-frequency word. The teacher finger-stretches the sounds in the high-frequency word, explains the spelling of words by connecting the sounds to letters by writing the letters in the sound-mapping boxes (identifying any irregularly spelled sounds by placing a heart above the letter), provides the word in a phrase or sentence for context, and then asks students to repeat the word.
- The materials include sample scripts and explicitly defined strategies for direct instruction of reading and spelling high-frequency words. For example, in Lesson 3, the script states, "Today we will spell some special words called 'heart words.' These words don't fit the patterns we've learned. Watch how I use the 'Sound-Spelling Mapping' paper. Remember, each box holds only 1 sound. The word is *write*. Word? (write) Finger-stretch *write*. (/r/ /ī/ /t/) How many sounds? (3) How many boxes? (3) I place a dot in the corner of 3 boxes. Watch me write the letter or letters that spell each sound. What is the first sound? (/r/) The /r/ sound is spelled with a silent *w* in front of the *r*. I write them in the first box. I draw a heart in the box for this unexpected spelling. Next sound? (/ī/) The /ī/ vowel sound is spelled with the letter *i* and silent -*e*. I write *i* in the second box with a small *e* in the third box. The *i* is working with the silent -*e* to spell the long *i* sound, so I draw a V connecting them. Last sound? (/t/) Which letter? (*t*) Which box? (third) Word? (*write*)." In Lesson 5, the high-frequency word *very* is included on the high-frequency word fluency grid along with other high-frequency words. The word *very* is also included for reading practice in the phrase "a very hot dish" and the decodable text "Insect Bites."

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

- The materials include various multimodal activities and resources that can be modeled during direct instruction and then used independently by students throughout the year. The teacher

models, and then students through direct instruction and independently use finger-stretching to hear and identify the regular and irregular sounds in high-frequency words.

- Teachers and students place a heart above the irregular part of the word. Students utilize the projection file and student workbooks, which include fluency grids of words and decodable text (phrases, sentences, and passages) when decoding regular and irregular high-frequency words. Students encode regular and irregular high-frequency words through the use of sound-spelling boxes and charts based on the number of letters or sounds in the word and during sentence dictation.

- Students have opportunities to practice and reinforce skills to decode and encode high-frequency words, but there are no opportunities or activities for students to encode and decode regular and irregular high-frequency words through cumulative review. For example, in Lesson 9, students learn the high-frequency word *been*. Students read the word *been* along with other high-frequency words in the fluency word grid in their workbooks. The high-frequency word *been* is also included for reading practice in the phrase "been a long pause" and included in the dictation sentence "The hawk has been squawking." Students also use sound-spelling mapping paper to spell the high-frequency word *been* and put a heart of the irregular part of the word. In Lesson 1, students use a sound chart with headings labeled two, three, or four sounds and write the high-frequency words *pull*, *sit*, and *tell* under the correct heading based on the number of sounds in the word.

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

- The materials consistently use activities and resources, such as memory-building strategies, for students to master high-frequency words. For example, students read high-frequency words multiple times when completing the word grid activity in the interactive file and in their workbooks: "Display the high-frequency word *grid*. Prompt students by saying 'Word?' at each box." Once students complete this activity as a class using the digital display, they turn in their workbooks and complete a high-frequency word grid activity on their own. For example, in Lesson 11, the teacher prompts students to point under each word and whisper the word silently. This is completed for a minute reading across the rows in the grid using words such as *buy*, *those*, *these*, and *always*.

- The materials include isolated and connected-text opportunities for students to master irregular and regular high-frequency words for example, students read high-frequency words in isolation in fluency grids, and they use them in sound-spelling mapping for heart words. They read words in context in sentences and decodable passages. They also spell high-frequency words in context in dictated sentences and words that are isolated in spelling assessments.

- In Lesson 15, students read the high-frequency word found in isolation in the fluency practice for high-frequency word grids. Students encode words in isolation in high-frequency word mapping. Students read the high-frequency word found in context in the phrase "found a trout." Students encode the word in context in sentence dictation "Doug found her resting on

the couch." *Found* is included in the decodable text "Shouting for Snout" ("It had been a tough day, and they had not found Scout.").

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The sequence for introducing syllable patterns and syllable division principles is aligned with grade-level TEKS. In grade 2, students learn to encode and decode multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams including digraphs and diphthongs, *r*-controlled syllables, and final stable syllables. In Unit 1, students learn to encode and decode words with closed and VCe syllables. In Units 2 and 3, students learn to decode and encode words with vowel team syllables. In Unit 4, students learn to decode and encode words with *r*-controlled vowels. In Unit 6, students learn to decode and encode words with final stable syllables and open syllables.

Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T)

- The materials include specific and precise terms, phrasing, and statements that teachers use during core instruction. In Lesson 3, the teacher models how to encode multisyllabic with two closed syllables in syllable mapping. The teacher says the word *picnic* and taps a syllable box for each sound students hear. Then, the teacher writes the letters in each box to spell each syllable. The teacher explains that, when necessary, they can finger-stretch each syllable to determine the sounds and letters to write.

- In Lesson 17, the teacher models decoding multisyllabic words with vowel teams. The teacher uses the following script for instruction: "Now we will practice reading multisyllabic words. (Teacher is pointing and gesturing throughout the routine. Display the word *bamboo* from the interactive file.) Step 1: Find the vowels. (The teacher uses both hands to find the vowels in each syllable and point to the letter a with your left pointer finger and the letters *o-o* with 2 fingers on your right hand) Step 2: Underline the vowels. Which letters should I underline to represent the vowel sounds? (*a* and *o-o*) How many vowel sounds? (2) How many syllables? (2) Step 3: Draw a line between the syllables. How many consonants are between the vowel sounds? (2) Where do I draw a line? (between them and *b*) Step 4: Read each syllable. Step 5. Read the word."

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

- The materials include a variety of activities to develop, practice, and reinforce skills to decode and encode multisyllabic words. For example, in Lesson 10, students review predictable vowel teams. They read words in isolation with a word sort that includes words like *green*, *soak*, and *fight*. They encode words in isolation, including *bright*, *sheet*, and *cloak*. They encode multisyllabic words in isolation with syllable-mapping words like *weekday*, *uncoil*, and *tiptoe*. They read the decodable text "Pond Days," which includes words like *moist*, *coy*, and *launch*. They encode words in context through sentence dictation with syllables like "It always rains on Sunday" and "He broke the vault to get the coins."

- In Lesson 21, students review words with vowel-*r* syllables. Students read words in isolation in a word sort that includes words like *harsh*, *chart*, *torch*, and *horn*. Students encode words in isolation with sound-spelling mapping words like *bark*, *yard*, and *scar*. They decode words in context in the decodable text "A Red Star" with words like *summer*, *blurted*, and *jerking*. Students encode multisyllabic words in isolation with multisyllabic word-blending words like *airport*, *market*, and *sister*. Students decode words in context in phrases like "here to escort" and "checked his clipboard." Students encode words in context with sentence dictation, including "She marked our hands with a red star" and "A bird was perched on Harper's arm."

- In Lesson 4, students have an opportunity to practice spelling multisyllable words with the closed-closed pattern through syllable mapping using the following steps: "1. I'll say a word and you repeat it. 2. Tap a box for each syllable you hear. 3. For each syllable, say the sounds,

Texas Instructional Materials Review and Approval (IMRA)
95 Percent Group LLC, *95 Phonics Core Program Classroom Kit,* English Phonics, Grade 2

write the letters, and then say the syllable type while showing the gesture. 4. Write the multisyllable word in the last column and whisper read it to yourself." Students spell words such as *napkin*, *plastic*, and *problem*. Students also have an opportunity to practice the long vowel silent -*e* skill by reading the connected text titled "Twigs from a Vine": "Now it's time to read a passage. This passage is about crafting with vines. What is a craft you would enjoy learning to do? First, we'll read some of the underlined words together. When you see a silent -*e* word, make the silent -*e* gesture and read the word. What is the underlined word in the title? (*vine*) Read with me just the underlined words above the black line. Now it's your turn. Turn to page 29 in your *Student Workbook*. Let's review the steps. 1. First, whisper-read all the underlined words in the rest of the passage. 2. Then, go back to the beginning and whisper-read the passage." Students read words such as *grapes*, *take*, *name*, and *prune*.

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

- The materials provide a variety of activities and resources for decoding and encoding one-syllable or multisyllabic words in isolation. For example, in Lesson 4, students work on VCE syllables. Students decode words in isolation with a word sort, including *mate, eve, grope, stroke*, and *prune*. In Lesson 20, students work on vowel-*r* syllables. Students decode words in isolation with a word sort, including *mate, eve, grope, stroke*, and *prune*. In Lesson 27, students work on closed and VCE syllables. Students decode words in isolation with a word sort with nonsense syllables including *chupe, dreme, fron*, and *blej*. Students encode words in isolation with syllable-mapping words like *website, hashtag*, and *complete*.
- The materials provide a variety of activities and resources for decoding and encoding one-syllable or multisyllabic words in decodable connected text. For example, in Lesson 5, students complete connected text activities, such as reading phrases and passages from the student workbook, which integrate decoding skills in context. For example, students practice whisper-reading passages like "Reed's Foal" and "Pond Days," applying their knowledge of syllable types and division principles to decode words within meaningful sentences.
- In Lesson 20, students work on vowel-*r* syllables. They decode words in context in the decodable text "The State Fair," including *year, more*, and *glare*. Students encode words in context with sentence dictation, including "Boars have thick hair and sharp tusks," "I went to the fair with Clair," and "It is unlike Steve to not smile." Students encode words in isolation with sound-spelling mapping words like *beard, chore*, and *fair*. In Lesson 27, students work on closed and VCE syllables. Students decode words in context in the decodable text "The Grand Canyon," including *exposed, wildlife*, and *falcons*. Students encode words in context with sentence dictation, including "We wanted a lifetime to see the canyon" and "Can you help your classmate subtract."

Foundational Skills

5.E.4	Morphological Awareness (1–3)	17/19
5.E.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.4b	Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)	4/4
5.E.4c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	4/6
5.E.4d	Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)	8/8

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

Evidence includes, but is not limited to:

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

- The materials include a scope and sequence document that identifies grade-level morphemes. Students learn the prefixes *re-*, *un-*, *dis*, and *mis-* in Unit 1. Students learn the prefixes *fore-* and *pre-* and the suffixes *-ful* and *-less* in Unit 2. Students learn the suffixes *-ly, -ness, -able, -wise, -er,* and *-est* and the prefixes *sub-*, *under-*, *de-*, *in-/im-* in Unit 3. In Unit 4, students learn the prefixes *super-* and *trans-* and the suffixes *-dom, -y, -ish, -ity,* and *-ious*. Students learn the prefixes *mid-* and *over-* along with the suffixes *-ment* and *-some* in Unit 5. In Unit 6, students learn the suffix *-tion* along with the Latin roots *trac/tract*, *mot/mov*, and *port*.
- Instruction in morphological units, including derivational and inflectional suffixes, the most common prefixes and suffixes, takes place in grades 1–3, and the most common Latin roots occur in grade 3. This program includes instruction on extracting meaning from the

morphological units of base words, roots, and affixes related to the three layers of language (Anglo-Saxon, Latin, and Greek).

- Lesson 22 includes the three pronunciations of -ed: -ed pronounced /ed/ as in *lighted* and *landed*, -ed pronounced /d/ as in *closed* and *bragged*, and -ed pronounced /t/ as in *jumped* and *yelped*. The teacher models with *bolted*, *shrugged*, and *dumped* utilizing the following script: "When a verb ends in the consonant *t* or *d*, the suffix -*ed* is pronounced /ĕd/ and creates another syllable, like in the word *bolted*. When a verb ends in a voiced sound, the suffix -*ed* is pronounced /d/, like in the word *shrugged*. When a verb ends in an unvoiced sound, the suffix -*ed* is pronounced /t/, like in the word *dumped*." The teacher guides the students to the workbook with three pronunciations of -*ed*. The teacher reads the words *closed*, *lighted*, *bragged*, *jumped*, *yelped*, and *landed*. The students write the words under the respective pronunciations.

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

- The lesson plans include teacher tips or explanations of the morphological objective of the lesson. For example, in Lesson 3, the teacher teaches about prefixes using the following script: "Today we will learn about affixes. Affixes include word parts called prefixes and suffixes. A prefix is a part added to the beginning of a word. A suffix is a part added to the end of a word. When an affix is added to a word, it changes the meaning of the word. (Display *re-* and *un-*.) In this lesson, we will focus on 2 prefixes: *re-* and *un-*. We will practice adding them to the beginnings of words and then identifying the meanings of the words." In Lesson 10, the teacher introduces the suffixes -*ful* and -*less* using this script: "Today we will learn 2 new suffixes. Remember, a suffix is a part added to the end of a word. When a suffix is added to a word, it changes the meaning of the word. (Display -*ful* and -*less*.) In this lesson, we will focus on 2 suffixes: -*ful* and -*less*. We will practice adding these suffixes to the ends of words and then identifying the meanings of the words."
- Lesson 13 introduces -*wise* with a note-taking graphic organizer that includes a suffix, (suffix) meaning, word + suffix, sentence, and (word + suffix) meaning columns. The table contains -*able*, "can be done," *lovable*, "Our new kittens are lovable," and "can be loved". It also contains -*wise*, "in relation to, in the direction or way of," *likewise*, "I jumped off the swing, and Paul did likewise," and "in a like way." The students take notes and then underline the -*wise* words in four sentences with the following words: *clockwise*, *lookswise*, *longwise*, and *stepwise*.
- In Lesson 21, the teacher explains the spelling rules to add suffixes using the following teacher script: "Now that we have learned the spelling rules, let's talk about how meaning changes when inflected endings are added to a verb. When the endings -*s* or -*es* are added, the verb changes to the present tense or signals that it happens regularly or often. When the ending -*ing* is added, the verb changes to the present tense, meaning it is happening now. When the ending -*ed* is added, the verb changes to the past tense, meaning it has already happened. When we add -*s* and -*es* to a word, the ending can be pronounced in 3 different ways. When a

base word ends in an unvoiced sound, the ending -s is pronounced /s/, like in the word *cats*. When a base word ends in a voiced sound, the ending -s is pronounced /z/, like in the word *pigs*. When a base word ends in *s*, *x*, *z*, *ch*, *dge*, *ge*, *sh*, or *tch*, the ending -es is pronounced /ez/ and creates another syllable, like in the word *boxes*. The pronunciation of the ending sound depends on the sound before it. Remember, sounds can be voiced or unvoiced. Sounds that are voiced cause the throat to vibrate when they are pronounced."

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 activities to develop and practice grade-level morphological skills; however, the activities lack cumulative review and ongoing resources and activities for reinforcement. Materials include activities to develop and practice grade-level morphological skills; however, materials do not include a variety of activities or resources for students to reinforce grade-level morphological skills (through cumulative review). For example, in Lesson 14, students learn the prefix *sub-*. They take notes about the meaning in a table in their workbook. Students practice reading and using their table to find the meaning of the words *submarine*, *subgroup*, *subtest*, and *subzero*. In Lesson 29, students learn prefixes *re-* and *dis-*. They use the morphology key in their workbooks. They read and write the meaning of words like *retract* and *distract*. The decodable text "Winter to Spring" includes the word *returns*.
- Lesson 3 includes explaining prefixes and suffixes with a focus on prefixes *re-* and *un-*. This is a quick review of grade 1, and the students taking notes on the meaning of the prefix, meaning of the prefix and the base word together, and an example sentence. The teacher reads this script: "There are 2 words on page 21 in your *Student Workbook*. Listen as I read each word. Circle the prefix and write the meaning for each word in the box next to the word. Use your notes in the table to help you."
- Lesson 15 includes a review of the suffixes *-er* and *-est*. The teacher explains how suffixes may change the meaning of the base word. The teacher utilizes the following script: "In this activity, we will learn about another use for the suffix *-er*. When you see a word with the *-er* suffix followed by the word *than*, 2 things are usually being compared to each other, as in the sentence 'Ebony jumped higher than me.' There's another suffix that we'll learn today that can also be used to compare things. The suffix *-est* can be used to identify something that is 'the best' or 'the most' out of a group of things, as in the sentence 'Jose got the highest test score.'" The students take notes about suffixes in their workbooks and fill in the missing suffixes in the words *loud*, *tall*, *fast*, and *long*.
- Materials offer one type of activity for students to review morphological skills. Lesson 10 provides a review of previously taught skills in Lessons 6–10 as it reads, "Let's review the meaning of the suffixes *-ful* and *-less*. What does the suffix *-ful* mean? (full or full of) What does the suffix *-less* mean? (without)." Students are instructed to turn to page 85 in their workbooks and complete each sentence by adding the suffix *-ful* or *-less* to the underlined word.

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

- The materials include instructional routines, such as dictation, that emphasize encoding and decoding in isolation. For example, in Lesson 5, students learn the prefixes *dis-* and *mis-*. They read words like *disagree, misread, disband, misuse,* and *misplace* in isolation. In Lesson 15, students learn the suffix *-er*. They read the words *locker, hiker, teacher, toaster,* and *washer* in isolation. In Lesson 22, students learn three pronunciations for *-ed*. Students read a word grid in their workbook with words like *camped, bugged,* and *skated*

- The materials include instructional routines, such as dictation, that emphasize encoding and decoding in connected text. For example, in Lesson 5 students learn prefixes *dis-* and *mis-* in the decodable text "A Goblin in the Attic." Students read the words *dislike, dispose,* and *mistake*. In Lesson 14, in the passage "Cooling Down," students read words like *spending, getting,* and *feeling*. In Lesson 18, students learn about the suffix *-y* and how it changes the spelling and meaning of the word. The students take notes on the word *jumpy* and write the meaning of the word. Then, they read a sentence and determine the meaning of the word based on context clues. In Lesson 22, students read the passage "Gnomes and Knights" with the words *wrapped, knowing,* and *climbed*. In Lesson 11, students write the dictated sentence "These dogs chased me in the field." In Lesson 13, they write the dictated sentence "Beads of sweat streamed down her head."