Amplify Grade 2
English Phonics Program Summary

Section 1. Phonics-Related Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) Alignment

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade K	100%	100%	Not reviewed	Not reviewed
Grade 1	100%	100%	Not reviewed	Not reviewed
Grade 2	100%	100%	Not reviewed	Not reviewed

Section 2. Instructional Approach
- The materials include systematic, year-long plans for phonics instruction.
- The materials provide direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.
- The materials include detailed guidance that supports teachers' delivery of instruction.
- The materials include frequent and distributed review of phonics skills with cumulative practice opportunities with decodable text.

Section 3. Content-Specific Skills
- The materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.
- The materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.
- The materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.
- The materials connect some phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.
- The materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.

Section 4. Progress Monitoring
- The materials include developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.

- The materials include integrated progress monitoring tools, with specific guidance on frequency of use.
- The materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Section 5. Supports for All Learners

- The materials include some guidance, scaffolds, supports, and extensions that maximize student learning potential.
- The materials include a variety of instructional methods that appeal to a variety of learning interests and needs.
- The materials include supports for Emergent Bilinguals to meet grade-level learning expectations.

Section 6. Additional Information: Resources

- The materials provide guidance on fostering connections between home and school.
- The materials incorporate technology into the lessons to enhance student learning.

Section 7. Additional Support

- The publisher submitted the technology, price, professional learning, additional language supports, and evidence-based information.

Amplify Grade 2
English Phonics Program Summary

Indicator 2.1

Materials include systematic, **year-long plans for phonics instruction**.

1	Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.	M
2	Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year.	M
3	Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single-syllable words before multisyllabic words).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include a systematic, year-long plan for phonics instruction.

Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year. Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts.

Evidence includes but is not limited to:

Materials include a cohesive, TEKS aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year.

- The materials include information on phonological awareness and phonics objectives, and the objectives are aligned to the grade-level TEKS. "Grade 2 Planning Documents" include a "Curriculum Map" that shows the objectives for each unit and the aligned grade-level TEKS. In Unit 3, the learning objectives are "Review letter-sound correspondences," "Read words with short and long vowels, including vowels with spelling alternatives," "Read and write words with 'Tricky Spellings,'" and "Read and spell high-frequency 'Tricky Words.'"
- In the Skills Unit 5 "Overview," Planning Documents include the objective "Students will read and write words with the suffix -*tion*," which aligns with TEKS 2.2.A.iv.
- Skills Unit 2 Planning Documents also include a scope and sequence that outlines when phonological awareness and phonics TEKS are taught throughout the units and/or year. For example, during the first quarter, students learn 2.2.A.iii (recognize the change in spoken word when a specific phoneme is added, changed, or removed). Teachers introduce 2.2.A.iv (manipulating phonemes with base words) in quarter 3. The scope and sequence is cohesive and covers the entire year.
- Each unit has a specific scope and sequence that explains which essential knowledge and skills will be taught, practiced, and reviewed. The planning documents contain a "6 Week Grade 2 ELAR Year-long Scope and Sequence" and a "9 Week Grade 2 ELAR Year-long Scope and Sequence." Each document lists the TEKS.

Amplify Grade 2
English Phonics Program Summary

Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year.

- The materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year. The "Program Overview" includes "Foundational skills year by year," showing the progression of skill development from year to year for categories including "Oral Language, Print Awareness, Phonological Awareness, Phonetic and Spelling Knowledge, Fluency, and Vocabulary." For example, in Phonological Awareness, kindergarten students learn rhyming words. In grade 1, students learn alliteration. In grade 2, students learn long and short vowels.
- In Phonics, kindergarten students learn letter-sound correspondences. In grade 1, students learn *r*-controlled vowels. In grade 2, students learn multisyllabic words.
- In Fluency, grade 1 students learn rate, accuracy, and prosody. In grade 2, students also learn rate, accuracy, and prosody.

Lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words).

- Lesson objectives systematically progress from simple to more complex concepts. At the beginning of the year, students learn simpler skills. For example, at the beginning of the year, in Skills Unit 1, Lesson 13, the lesson objective states that students will read one-syllable CVC and CVCC words with short vowels that follow common spelling patterns and correctly write the words with the addition of the suffix *-ing*. In Skills Unit 2, students read vowel teams that have *long a*, *long o*, and *long e.* In Skills Unit 3, Lesson 19, the students use one- and two-syllable words with /aw/ (*aw* and *au)*.
- In the middle of the year, in Skills Unit 4, Lesson 3, the students isolate the sound-spellings for vowels in oral words using the "Individual Code Chart." In Skills Unit 5, Lesson 15, the students identify the meaning of and use words with affix /sh/ + /ə/ + /n/, *tion*.
- By the end of the year, students learn more complex concepts. In Skills Unit 6, students read words and write words with tricky and alternative vowel and consonant spellings. During Skills Unit 7, Lesson 26, the students read and alphabetize multisyllabic words from the text *The War of 1812*. The word list includes *general, mortar, ragtag, knotty, fired*, and *peace*.

Amplify Grade 2
English Phonics Program Summary

Indicator 2.2

Materials provide **direct (explicit) and systematic instruction** in developing grade-level phonics skills within and across lessons.

1	Lessons include detailed guidance for each component of the gradual release of responsibility model.	M
2	Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.

Lessons include detailed guidance for each component of the gradual release of responsibility model. Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.

Evidence includes but is not limited to:

Lessons include detailed guidance for each component of the gradual release of responsibility model.

- The materials outline the gradual release model. For example, Skills Unit 1, Lesson 2, instructs the teacher: "Chain the following words with the class on the board. Use think-aloud strategies while first modeling how to spell and read the word *get*. Tell students you are going to write the word *get*. As you write the word *get*, use think-aloud strategies to describe the steps involved in writing the word. 'Let's see, I want to write the word *get*. First, I have to say and listen to the sounds: /g/…/e/…/t/. There are three sounds in the word *get*. I'll need to write a spelling for each of the sounds.' 'If I want to read the word, I need to start at the left, look at the first letter, and then remember and say the sound it stands for. Then I blend the sounds together to read and say the word: /g/…/e/…/t/…*get*.' Ask students to segment and then blend the word *get*. Explain that you can make a new word by changing, taking away, or adding a single letter/sound unit. Erase *g* and write *p* to create the word *pet*."
- In Skills Unit 3, Lesson 12, the teacher directs students' attention to the "Spelling Trees" for the /i/ and /ie/ sounds. Materials instruct: "Point to a few of the leaves from the /i/ tree and read the words aloud. Follow this same procedure for the /ie/ tree, reminding them this tree represents the /ie/ sound. Read the following list of one-syllable words to students. After students hear the word, have them first repeat the word, then say the vowel sound heard in the word, and finally point to the tree representing the sound."
- The materials provide lessons that follow the gradual release model, but the language does not include subtitles to indicate the "I do, We do, You do" sections of the model. For example, in Unit 4, Lesson 2, the teacher copies the following sentences and phrases on the board/chart paper: "Kat is purchasing a scarf." "The nurse wore a yellow shirt and a green skirt." Materials instruct: "Model reading the first sentence and marking the spelling for /er/ with students. Take turns having students read each sentence or phrase aloud and have each student mark the

letters making the /er/ sound. Have students practice reading each sentence or phrase to a partner. Have students read each sentence independently and then draw an illustration for each sentence."

- Lesson 2 of Skills Unit 5 tells the teacher to ask students to turn to Activity Page 2.2 and remind them that they have been learning the alternative spellings *o* and *u* for the /u/ sound. Teacher guidance reads: "Begin with reading aloud the words in the box on Activity Page 2.2. Tell students sometimes they are going to come across words they will have to sound out to read, and they will have to use their very best skills, such as thinking about tricky spellings and chunking syllables, to sound out words. Point out that they should also use context clues to see if the word they have sounded out makes sense in the sentence in which it is used. Model sounding out the following words by using chunking and context clues: *heard* and *lightning*."

Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials.

- The teacher edition contains useful annotations and suggestions for teachers on how to present the content in the materials. The teacher edition includes "Notes" in the margins that provide teachers with more details on how to support students during instruction. For example, Notes in Skills Unit 1, Lesson 11, state: "If students struggle with sounding out the word *bandit*, cover the second syllable with a finger (*dit*), asking them to read just the first syllable (*ban*). Then cover the first syllable (*ban*), asking them to read the second syllable (*dit*). Reveal the entire word, asking them to blend and read both syllables."
- Notes sections also provide additional information on upcoming skills. For example, in Skills Unit 1, Lesson 11, the Notes section states: "The following Tricky Words may be familiar to students as they were taught in Kindergarten and Grade 1 as Tricky Words."
- There are several sections in the margins, including "ELL Support," "Additional Support," and "Challenge." For example, in Unit 4, Lesson 3, there is an ELL Support bullet on using nouns and noun phrases to review the rules for how to pluralize nouns: "The plural of most nouns is created simply by adding the letter *s* (e.g., more than one *robot* = *robots*, more than one *plant* = *plants*). Words that end in /ch/, /sh/, /x/, or /s/ will require *es* to become plural. Students learning English as a second language will benefit from explicit instruction explaining that there are several nouns that have irregular plural forms (e.g., more than one *child* = *children*; more than one *man* = *men*; more than one *mouse* = *mice*)."
- In Skills Unit 5, Lesson 2, a Support section states: "Use the scaffolding strategies described in the Appendix 'Using Chunking to Decode Multisyllable Words' to assist students who struggle to read multisyllabic words. Also, remind students to use their Individual Code Charts."

Amplify Grade 2
English Phonics Program Summary

Indicator 2.3

Materials include **detailed guidance** that supports the teacher's **delivery of instruction**.

1	Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills.	M
2	Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill.	M
3	Materials include specific guidance for providing students with immediate, corrective feedback.	M
4	Materials provide detailed guidance for connecting previously taught phonics skills to new learning.	M
5	Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include detailed guidance that supports the teacher's delivery of instruction.

Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to specific phonics skills. Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill. Materials include specific guidance for providing students with immediate, corrective feedback. Materials provide detailed guidance for connecting previously taught phonics skills to new learning. Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

Evidence includes but is not limited to:

Guidance for teachers includes information about common misconceptions and guiding principles related to specific phonics skills.

- The materials share guiding principles related to specific skills. For example, in Skills Unit 1, Lesson 1, the teacher reviews consonant sound-spellings. During this lesson, the materials include guidance for English learners: "Spanish speakers may need guidance in producing the /h/ sound for the letter *h*, because in Spanish, *h* does not represent a sound. In English, *h* stands for the /h/ sound. To make the /h/ sound, open your mouth slightly and let the breath out of the back of your throat."
- The materials have guiding principles for phonics. In Skills Unit 5, the materials state: "The sound spellings introduced in this unit will likely pose challenges for many students in your class. The /ə/ poses problems for reading. Many spellings may be pronounced as /ə/ in addition to their other pronunciations. Once /ə/ is introduced, for example, students have to consider four pronunciations for the tricky spelling *a*: /a/ as in *cat*, /ae/ as in *table*, /ə/ as in *about*, and /aw/ as in *wall*."

Amplify Grade 2
English Phonics Program Summary

- Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to teaching specific phonics skills. For example, there is "Code Knowledge" in the units. Skills Unit 6, Lesson 1, states: "The spelling pattern *ph* is usually pronounced /f/ as in *phone*. However, the letters can also stand for two separate sounds, as in *uphold*." Skills Unit 6, Lesson 3, states: "The spelling *ea* can be pronounced /ee/ as in *meat* or /e/ as in *head*."

Guidance for teachers provides detailed, specific instructional strategies for teaching each phonics skill.

- Skills Unit 1, Lesson 14, provides specific instructional strategies for teaching the high-frequency words *do, how,* and *to*: "Using the previously prepared cards, hold up the card for the word *do*. Discuss which part of the word is read just as one would expect and which part is tricky. Expected: the letter *d* is pronounced /d/. Tricky: the letter *o* is pronounced /oo/. Hold up the card for the word *to*. Discuss which part of the word is read just as one would expect and which part is tricky. Expected: the letter *t* is pronounced /t/. Tricky: the letter *o* is pronounced /oo/. Hold up the card for *how*, and discuss which part of the word is read just as one would expect and which part is tricky. Expected: the letter *h* is pronounced /h/. Tricky: the letters *ow* are pronounced /ou/."
- Skills Unit 5, Lesson 1, provides a multimodal activity, "Spelling Tree," with a script, phonetic representation, and overview in the "Teacher Guide." Teacher guidance states: "The sounds and spellings taught in this unit are: /u/ spelled *u* (*but*), *o* (*son*), *ou* (*touch*), *o_e* (*come*), /ə/ (also called the schwa sound) spelled *a* (*about*), *e* (*debate*). In addition to the above sounds and spellings, two sound combinations and their spellings are also taught in this unit. They are /ə/ + /l/ spelled *al* (*animal*), *il* (*pencil*), *el* (*travel*), *le* (*apple*) /sh/ + /ə/ + /n/ spelled *tion* (*action*). The basic unit of instruction in this program is the phoneme. Students are taught to segment a spoken word into single phonemes and spell the word one phoneme at a time. Likewise, when reading, students learn to identify graphemes (or spellings) that stand for single phonemes and then blend them to make words."
- For the "Teacher Chaining" (phonics) activity, materials instruct: "Tell students you are going to write the word *lip*. Remind them you can make a new word by changing, taking away, or adding a single phoneme/grapheme or letter/sound unit. Mention to students that today they will work with chains involving digraphs. Remind them that while spelled with two letters, a digraph represents only one sound, so even though a change in digraphs may involve two letters, it still only involves a single sound. Ask students to segment and then blend the word *lip*. Erase *l* and write *h* to create *hip*. As you make this change, say, 'If this is *lip*, what is this?' Be sure to call students' attention to the digraphs once they appear in the chain; digraphs may be added at the beginning or end of a word."

Materials include specific guidance for providing students with immediate, corrective feedback.

- In Unit 1, Lesson 11, the students read the story *The Hot Dog.* The materials guide on immediate, corrective feedback: "If students struggle in sounding out *bandit*, cover the second syllable with a finger (*dit*), asking them to read just the first syllable (*ban*). Then cover the first syllable (*ban*), asking them to read the second syllable (*dit*). Reveal the entire word, asking them to blend and read both syllables. See Appendix C for more help."

Amplify Grade 2
English Phonics Program Summary

- Skills Unit 4, Lesson 1, provides guidance for immediate, corrective feedback for students struggling with /au/ and /aw/: "Explain that the spelling patterns *aw* and *au* represent the sound people often utter when they see something adorable like a kitten. To make this sound, the jaw drops, but the tongue goes up a bit. Explain that *oy* and *oi* stand for the sound in the word *boy* without the *b*. To make this sound, the tongue will come forward and touch the back of the two front teeth. As this happens the lips will form a circle then pull back to a smile."
- In Unit 6, Lesson 2, materials state: "Explain that they will learn a new spelling today, the *ch* spelling for /k/. Turn to page 5 of the Consonant Code Flip Book, and put the Spelling Card on the appropriate space. Tell students that today's letter-sound correspondence can be found on the following page of the Individual Code Chart. Have students look at the Individual Code Chart. Ask students which of the spellings they have learned for /k/ has the longer power bar. Explain that *c* is used as a spelling for /k/ more than any other spelling. For students who are struggling, remind them of previously learned *ch* for /ch/: *chunk, church, munch, crunch,* and *chilly.*"

Materials provide detailed guidance for connecting previously taught phonics skills to new learning.

- The materials provide detailed guidance for connecting previously taught phonics skills to new ones. For example, the Skills Unit 1 "Organization" section states: "Skills Unit 1 will be a review for students who completed the Grade 1 program. In Unit 1, students will review: (1) a number of spellings from Grade 1 with an emphasis on consonant sounds; (2) one- and two-syllable words; and (3) a number of high-frequency Tricky Words."
- Materials provide detailed guidance for connecting previously taught phonics skills to new learning. In Skills Unit 5, Lesson 3, there is an example of connecting to previously taught lessons. Part of the scripting states: "REVIEW /U/ › OU AND O_E (15 MIN.) Take a few moments to review the spelling you taught yesterday: *o* > /u/ (*son*). Today's letter-sound correspondences appear on the following pages of the Vowel Code Flip Book."
- Skills Unit 6, Lesson 6, provides guidance and a script to remind students about the sound *e* makes: "Remind students that earlier in this unit, they learned a new sound for the *ea* spelling, /e/ as in *head*. Direct students' attention to the chart you prepared in advance. Note the two headers showing the different sounds for the spelling *ea*, a tricky spelling that can represent either the /ee/ or /e/ sound."

Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.

- The materials include clear guidance on pacing each lesson, including specific time suggestions. The materials do not specifically use the wording of the gradual release model. The "User Guide" includes a "Daily Lesson Pacing and Scheduling" section with daily scheduling and implementation of lessons for recommended instructional time per grade level. For instance, grades K-2 should spend 60 minutes on the Skills Strand and 60 minutes on the Knowledge Strand. The materials note, "Pausing Points provide teachers with pacing flexibility and additional instructional time to review, reteach, and differentiate instruction on new skills and knowledge taught in each unit."
- The materials include a "Lesson at a Glance" table that outlines specific time frames for each lesson component. For example, in Skills Unit 4, Lesson 1, the Lesson at a Glance outline for the "Foundational Skills" block includes:

- ○ introduce /er/ > *ur* and *ir* (Phonics) in a whole group setting for 30 minutes;
- ○ practice "Spelling Alternatives for /er/ (Phonics)" in a whole group setting for 30 minutes; and
- ○ play "Word Baseball (Word Recognition)" in a whole group setting for 10 minutes.
- In Skills Unit 6, Lesson 1, the teacher allots 30 minutes for Foundational Skills. The lesson has "Speedy Sound Hunt (Phonics)" for 10 minutes for the whole group. Next, there is "Introduce /f/ > *ph* (Phonics)" for 20 minutes in the whole group.

Amplify Grade 2
English Phonics Program Summary

Indicator 2.4

Materials include **frequent and distributed** review of phonics skills with **cumulative practice opportunities with decodable text**.

1	Materials include intentional cumulative review and practice activities throughout the span of the curriculum.	M
2	Practice opportunities include only phonics skills that have been explicitly taught.	M
3	Decodable texts incorporate cumulative practice of taught phonics skills.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include frequent and distributed review of phonics skills with cumulative practice opportunities with decodable text.

Materials include intentional cumulative review and practice activities throughout the span of the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills.

Evidence includes but is not limited to:

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

- The materials include review lessons throughout the Skills units. For example, in Skills Unit 1, Lesson 18, the students read "Tricky Words" and "Spelling Alternatives." Materials guide the teacher: "Refer to the cards you prepared in advance and read each word. Next, discuss which part of each word is read just as one would expect and which part is tricky."
- Skills Unit 2, Lesson 13, provides an activity using previously taught patterns and newly introduced Tricky Words; students decode using the "Crazy Eights" routine, which is taught throughout the program. Teacher instructions include: "Create a deck of word cards by making a copy of Activity Pages TR 7.1, 8.2, 10.1, 12.1, and 13.2 using a different color for each sheet. You may also wish to include skip, add, draw 1, draw 2, draw 3, and reverse cards."
- In Unit 4, Lesson 7, students review making singular and plural nouns. Teacher instructions read: "Remind students that a singular noun stands for only one of something, whereas a plural noun stands for more than one. Working on one sentence at a time, ask a student to come to the board/chart paper and circle any nouns in the sentence and also indicate whether the noun(s) are singular or plural by writing *S* (singular) or *P* (plural) above the word." The teacher points out that plural nouns can be created in different ways; "some are formed by simply adding the ending -*s*, others by adding -*es* (nouns ending in *s, x, z, sh*, and *ch*) and still others by changing *y* to *i* and then adding -*es*."

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

- Practice opportunities include only phonics skills that have been explicitly taught. In Skills Unit 1, Lesson 14, after explicit instruction in *g* spelled /j/ and /g/, students sort and write words with *g*

> /j/ and *g* > /g/. Decodable words include "1. *gem* 2. *legend* 3. *digit* 4. *logic*."
- In Skills Unit 3, Lesson 2, the students review /ae/ and /a/. Materials guide: "The point of this review is to provide practice in hearing the difference between the /a/ and /ae/ sounds. Remind students the focus of this unit is on vowel sounds and their spellings. Show students the Spelling Trees created in the last lesson. Point to a few of the leaves from the /a/ Tree and read the words, reminding students that this tree has words with the short vowel /a/ sound. Do the same for the /ae/ Tree. Read the following list of one-syllable words to students: *bat, same, lake, pad, bad, dad, wait, day, say, rain, cab*."
- In Skills Unit 4, Lesson 9, after explicit instruction in one- and two-syllable words containing *ow* > /oe/ and *ow* > /ou/, students write one- and two-syllable words containing *ow* > /oe/ and *ow* > /ou/ in sorted columns. They also read *The Subway*, which contains *ow* and *ou* words (*loud, sounds, crowd*).
- Practice opportunities include only phonics skills that have been explicitly taught. For example, in Skills Unit 5, Lesson 11, after an explicit lesson on /ə/ + /l/ > *ul*, *al*, and *il*, the students create a spelling tree for the phonics skill. There is also an activity page to go along with the skill.

Decodable texts incorporate cumulative practice of taught phonics skills.

- According to the Skills Unit 1 "Introduction" section, Skills Units 1–4 include "Readers" that contain "100% decodable text for students to read." Materials state: "There is one Reader for each unit and all students should have their own copy. The last page of each Reader summarizes the code knowledge that is assumed at the beginning of the Reader (i.e., the code knowledge that has been taught in previous units) as well as identifies new code knowledge introduced in the current unit, noting the first story in which these new skills are practiced."
- In Skills Unit 3, Lesson 11, the decodable text *The Big Race* contains one- and two-syllable words with previously taught patterns and Tricky Words (e.g., *wave, wait, race, off, in*).
- Decodable texts incorporate cumulative practice of taught phonics skills. For instance, materials state that the story in the silent reading comprehension assessment will be "completely decodable for students who have completed Unit 6." In Skills Unit 6, Lesson 11, the decodable text *The War Starts* contains one- and two-syllable words with previously taught patterns and previously taught Tricky Words (e.g., *Madison, President, were, was, not*).

Amplify Grade 2
English Phonics Program Summary

Indicator 3.B.2

Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of **phonemic awareness** skills, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes.	M
2	Materials include scripted direct (explicit) instruction for teaching phonemic awareness.	M
3	Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.

Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include scripted direct (explicit) instruction for teaching phonemic awareness. Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes.

- The materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying phonemes. In Skills Units 1 and 2, students learn to recognize the change in a spoken word when a specified phoneme is added, changed, or removed. In Skills Unit 3, students learn to distinguish between long and short vowel sounds in one-syllable and multisyllabic words. In Skills Unit 4, students distinguish between the sounds /ee/ and /e/; /oe/, /o/, and /ou/; and /ie/ and /i/. Units 5 and 6 do not contain phonemic awareness.

Amplify Grade 2
English Phonics Program Summary

Materials include scripted direct (explicit) instruction for teaching phonemic awareness.

- Materials include scripted direct (explicit) instruction for teaching phonemic awareness. In the Skills Unit 2 "Pausing Point," there is a scripted activity called /ue/ and /oo/, minimal pairs. The scripting states: "Tell students it can be hard to tell the difference between the /ue/ sound and the /oo/ sound. Tell students you are going to say two words that are very similar, but one word will have the /ue/ sound and the other word will have the /oo/ sound. Have students close their eyes and listen as you say the first word pair."
- In Unit 2, Lesson 1, the teacher points out which consonant sounds in each pair are voiced and unvoiced: /p/ (unvoiced)—/b/ (voiced); /t/ (unvoiced)—/d/ (voiced). The teacher tells the students that the "sounds in each pair are similar to each other, which is why these sounds and spellings are grouped together on the Individual Code Chart." Students place a hand on their throat and say the sound /p/. The teacher asks "if they feel any vibration, or buzz on their hand" and explains that "there is no buzz because the /p/ sound is unvoiced." Students repeat this process but with the sound /b/, learning that there is a buzz because the /b/ sound is made by the throat.

Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding.

- The materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. In Unit 1, Lesson 2, materials instruct: "Tell students you are going to write the word *get*. As you write the word *get*, use think-aloud strategies to describe the steps involved in writing the word. Let's see, I want to write the word *get*. First I have to say and listen to the sounds: /g/ /e/ /t/. There are three sounds in the word *get*. I'll need to write a spelling for each of the sounds. So first I will write the spelling or letter for /g/ because it is the first sound. Then I will write the spelling or letter for /e/ because it is the next sound. And then I will write the spelling or letter for /t/ because it is the last sound. If I want to read the word, I need to start at the left, look at the first letter, and then remember and say the sound it stands for. Then I need to look at the next letter and say the sound it stands for and then the next letter and sound. Then I blend the sounds together to read and say the word: /g/…/e/…/t/…*get*. Ask students to segment and then blend the word *get*. Explain that you can make a new word by changing, taking away, or adding a single letter/sound unit. Erase *g* and write *p* to create the word *pet*. As you make this change, say, 'If this is *get*, what is this?' Continue this process as you complete the chains."
- In Unit 1, Lesson 4, students "segment, blend, and spell one-syllable words with /th/ > th, /ng/ > ng, /sh/ > sh, and /ch/ > ch and short vowel sounds." Materials instruct: "Tell students you are going to write the word *lip*. Remind them you can make a new word by changing, taking away, or adding a single phoneme/grapheme or letter/sound unit. Mention to students that today they will work with chains involving digraphs. Remind them that while spelled with two letters, a digraph represents only one sound, so even though a change in digraphs may involve two letters, it still only involves a single sound. Ask students to segment and then blend the word *lip*. Erase *l* and write *h* to create the word *hip*. As you make this change, say, 'If this is *lip*, what is

this?' Be sure to call students' attention to the digraphs once they appear in the chain; digraphs may be added at the beginning or end of a word. It may be helpful to underline a digraph as you write it, for example, *ship*, to emphasize that even though there are two letters being changed, added, or deleted, there is still only one sound. For each new word, remember to say, 'If this is, what is this?'"

- In Skills Unit 3, Lesson 3, in the "Teacher Chaining" activity, instructions read: "Write the word *day* on the board/chart paper. Ask students to read the word, first in segmented fashion and then blended. Remove the *d* and add *j* to create the word *jay*." The teacher then asks, "If that was *day*, what is this?" The teacher continues the process with the remaining words in the "Teacher Guide."

> **Materials incorporate a variety of activities and resources for students to develop, practice, and cumulatively reinforce skills.**

- The materials incorporate a variety of activities for students to develop, practice, and reinforce skills. The Skills Unit 1 Pausing Point has an activity called "Spelling Trees" for /j/ and /s/. Teacher guidance states: "Work with students to make a Spelling Tree that shows the various spellings for the /j/ sound along with sample words for each spelling. Make a large tree trunk out of brown paper. The trunk should fork into three smaller branches. Label the trunk /j/. Label the branches *j*, *g*, and *ge*. Explain the tree stands for the sound /j/ and the branches stand for the spellings used to write the sound. Mount the tree on a cork board or a wall. Work with students to cut leaves out of green paper. Write decodable /j/ words on some of the blank leaves. Invite students to hang the /j/ words on the proper branches, sorting them by spelling." Some of the suggested words are *jump, jacket, just, jet, junk, jug, jog, Jeff, Jill, jam, gem, gel, magic, tragic, frigid,* and *digit.*
- The materials incorporate a variety of activities for students to practice and reinforce skills (through cumulative review). For example, in Skills Unit 5, Lesson 13, the materials include an activity to provide support for students who may find the concept challenging: "Give them two index cards and have them say the word and tap the syllables. Have them write the letters in the syllables on each card (such as *den* and *tist*) and then segment the sounds in order to decode and read the word (/d/, /e/, /n/, *den*; /t/, /i/, /s/, /t/, *tist*: *den-tist*."
- The materials have resources for students to develop skills. For example, in Skills Unit 2, Lesson 3, embedded in a "Foundational Skills" lesson about the sound /ee/, a specific resource supports developing bilingual students—"English Language Learners Foundational Skills." It includes specific recommendations for using pictures to support the development of phonemic awareness in developing bilinguals.

Amplify Grade 2
English Phonics Program Summary

Indicator 3.C.1

Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of **grade-level sound-spelling patterns**, as outlined in the TEKS.

1	Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.	M
2	Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review to develop students' knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.

Materials provide a systematic sequence for introducing grade-level sound-spelling patterns. Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns 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 provide a systematic sequence for introducing grade level sound spelling patterns, as outlined in the TEKS.

- The "Skills Curriculum Map" document provides a page for each Skills unit in order for the entire year. It includes an overview of the skills, unit length, expected outcomes, alignment with the TEKS, and alignment with the ELPS. The progression starts in Unit 1 with a focus on reviewing various spellings; there is an emphasis on consonant sounds and one- and two-syllable words. Unit 3 introduces spelling alternatives for vowel sounds along with various "Tricky Spellings" (spellings that can stand for more than one sound). By the end of the year, in Unit 6, students learn several new spelling alternatives for vowel and consonant sounds.

Materials provide scripted direct (explicit) instruction for grade level sound spelling patterns.

- In the "Teacher Guide," each Skills unit lesson includes a specific objective for the sound-spelling pattern to be learned. In Unit 1, Lesson 21, students review all of the sound-spellings reviewed

in the unit. Materials instruct, "Tell students they will focus on two other spellings for the /er/ sound: *ir* and *ur*." Students turn to their "Vowel Flip Book," and the teacher explains the columns for spellings of /er/: *er, ir, ur*: "Display the /er/ chart you prepared in advance. Explain that the /er/ sound can be spelled by any of these letter combinations. Review and read the words in each column aloud. Ask students to share additional words that contain the /er/ sound and add it to the appropriate column. To acknowledge students who correctly provide a word with the /er/ sound, but with a spelling not being taught, create a column for odd ducks and list words there. Do not create and list words in the odd ducks column unless students happen to suggest these words, such as *dollar*, *sailor*, etc." The teacher uses the gradual release method as students come up with different words. The examples provided that have *er*, *ur*, and *ir* spellings are *sister, fur, bird, dollar, number, hurt,* and *sailor.*

- The materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. In Unit 3, Lesson 16, scripting for a "Board Sort Activity" states: "Write *u* on the board and ask students what sound they would say if they saw this spelling. (/u/ as in *but*) Ask students to provide words that contain the /u/ sound. Write the words on the board and circle the *u* in each word. Tell students the new vowel sound for today is the /ue/ sound, as in *music*. Have students say the sound /ue/. Remind students they have already learned one spelling for this sound, *u_e*. Tell them that over the next few days they are going to learn several additional spellings for the sound. Write the following headers on the board in columns: *u_e*, *ue*, and *u*. Ask students to provide words with the /ue/ sound (not the letter *u* but the sound /ue/)."
- In Unit 5, Lesson 11, the students read and sort words with /ə/ + /l/ > *ul, al,* and *il*. The materials instruct: "Tell students they will focus on three spellings for /ə/+ /l/ sound combination. Create three columns on the board: *ul, al,* and *il*. Explain that the first spelling is one they already know: *ul* as in *awful*. It should be easy for them to sound out this word. Write the following words on the board, one at a time, under the *ul* header, and read them aloud as a class: *stressful*, *helpful*, *cheerful*, *wonderful*, *tactful*. Ask students to tell you which letters to circle for the /ə/+ /l/ sound."
- Scripted instruction in Skills 6, Lesson 6, includes the following directions for the teacher: "Using the cards you prepared in advance, introduce each spelling word by asking students to read the word on the index card, and to indicate the *r*-controlled spelling in the word and the sound it stands for and into which column it should be taped on the board/chart paper."

Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).

- Each Skills unit has a "Pausing Point" section in the Teacher Guide with a variety of activities separated by topics. For example, in Skills Unit 2, the Pausing Point section includes "More Help with Vowel Digraphs" and "More Help with Two-Syllable Words." The More Help with Vowel Digraphs activities include "Vowel-Consonant-*e*: Pop-Out Chaining" and "*ee, ea, e_e*: Maze."
- The materials incorporate a variety of activities for students to develop, practice, and reinforce skills. For example, in Skills Unit 2, Lesson 3 includes the exercise "Stomp the Sound." In this activity, the teacher reads some phrases and sentences that include words with the /ee/ sound. When students hear a word that has the /ee/ sound, they should "stomp their foot (or pat the desk/table)" and "remain still (and silent) when they hear words that don't include the /ee/

Amplify Grade 2
English Phonics Program Summary

sound." The teacher reads the phrases and sentences from a box and pauses for students to stomp out the /ee/ sounds.

- The activities have explicit directions for the teacher when guiding the class; the Teacher Guide also states the skills the activities support. In Skills Unit 4, in the "Dictation with Words" activity, the teacher draws recently practiced words out of a box for students to write on a sheet of paper.
- The materials also include a "Reader" resource with stories that can be used to build fluency and review sound-spelling patterns.

Materials provide a variety of activities and resources to decode and encode words that include taught sound spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- The materials provide opportunities for students to decode words in decodable connected texts. For example, the Skills Unit 1 Reader resource includes multiple stories written using words with previously taught spelling patterns.
- Students have opportunities to encode words in isolation. In Unit 2, Lesson 5, students encode words on a spelling assessment. Students write words such as *yelled, yanked,* and *slumped.*
- Students have opportunities to decode words in isolation. In Skills Unit 4, Lesson 21 includes a word list for students to use to identify the *al* spelling for /aw/; students read the words aloud.
- Students spell dictated words featuring the spellings *ge*, *dge*, and *tion*, and the "Tricky Word" *Europe*. In Skills Unit 6, Lesson 15, students turn to Activity Page 15.1. Teacher instructions read: "Read the first spelling word, use it in a sentence, and then read the word once more, allowing students time to write the word. Repeat this procedure with each of the remaining words. For example, *caption, revenge, fudge, addition, large,* and *change*. Direct students' attention to the lines on the back of the activity page. Tell students to write the sentence 'Great Britain is located in Europe.' Slowly repeat this sentence three times."
- Sound-spelling patterns are taught during phonics and/or spelling lessons, and it is recommended that the teacher use the scope and sequence to determine what is taught and when. For example, in the "Grade 2 Spelling List," under "Planning Documents" on the resource site, the teacher should determine when spelling patterns are introduced. Then the teacher should build brief routines into specific lessons. The program offers additional practice opportunities, such as adding more dictated sentences to each week's spelling list, using "Dictation Journals," completing "Writing" activities and "Editing Checklists," and providing a "Challenge" activity during or after a lesson.
- The materials offer additional practice, suggesting the teacher choose a writing assignment to assess students' ability to spell words correctly in context. To do this, the teacher should use the Scope and Sequence to determine if the sound-spelling has been previously taught and focus on those words in the students' writing. This should "provide teachers with insight on how students are actually spelling words in context."
- In Unit 1, for "Group Practice," the materials use a Dictation Journal. Materials guide the teacher to use it during spelling lessons; students write sentences using spelling words on the list, including high-frequency Tricky Words. Materials suggest the teacher frequently check the journals for both spelling words and high-frequency words used in the sentences and provide extra support, as needed. The journal is to be used throughout the year. For example, in Skills

Amplify Grade 2
English Phonics Program Summary

Unit 4, Lesson 20, as students practice writing two-syllable words (e.g., *garlic, hammer, popcorn, number*), the Challenge activity states for students to use the words on Activity Page 20.2 to write a sentence for one /er/, /ar/, and /or/ word (e.g., *dinner, cooler, hornet, carpet*).

Amplify Grade 2
English Phonics Program Summary

Indicator 3.C.2

Materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing **regular and irregular high-frequency words**.

1	Materials provide a systematic sequence for introducing regular and irregular high-frequency words.	M
2	Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources 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).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying and reading regular and irregular high-frequency words.

Materials provide a systematic sequence for introducing regular and irregular high-frequency words. Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources 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 provide a systematic sequence for introducing regular and irregular high frequency words.

- The materials provide a systematic sequence for introducing irregular high-frequency words. In the "Curriculum Map," "Tricky Word" instruction begins in Skills Unit 1 with grade 1 Tricky Words review. In Skills Units 2 and 3, the Curriculum Map says students will "read and spell high-frequency Tricky Words." In Skills Unit 6, students will "read words and write words with Tricky and alternative vowel and consonant spellings." The specific words are not in the Curriculum Map because starting in Unit 3, Tricky Words are introduced on an as-needed basis.
- According to the "Contents" of Skills Unit 1, students learn the following high-frequency words in this unit: *the, he, she, we, be, me, was, of, a, do, to, down, how, what, where, why, from, could, should, would, there, said, says,* and *word.* Some of these words are from kindergarten, and some are from grade 1.
- In Skills Unit 4, the "Introduction" states students learn *people, walk, grownup, building*, and *statue*. In Unit 4, Tricky Words are introduced "on an as-needed basis."

Amplify Grade 2
English Phonics Program Summary

Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high frequency words.

- In Skills Unit 1, Lesson 11, "Tricky Words: *the, he, she, we, be, me,*" the teacher generally explains the Tricky Words. The materials state: "Using the Tricky Word cards you prepared in advance, hold up the card for *the*, read the word, and use it aloud in a sentence. Remind students that the yellow color of the car signals that students should proceed with caution when reading a word because one or more parts are tricky. Discuss which part of the word is read just as one would expect and which part is tricky. Expected: the letters *th* are pronounced /th/. Tricky: the letter *e* is pronounced as a /ə/ or as /ee/." The materials do not have an explicit script.
- In Skills Unit 2, Lesson 5, "Tricky Words: *no, go, so,*" the teacher generally explains the Tricky Words. The materials state: "For each word, begin by discussing which part of the word is read just as one would expect and which part is tricky. Tricky Word: *No*. Expected: the letter *n* is pronounced /n/. Tricky: the letter *o* is pronounced /oe/ (like the letter name) rather than /o/ as students might expect." The materials do not have an explicit script.
- In Skills Unit 4, Lesson 3, "Preview Tricky Words," the teacher notes state: "Before assigning the story, also preteach the following Tricky Words: *people*, *walk*, and *grownup*. Students might think *people* would be pronounced /p/ /e/ /o/ /p/ /l/ /e/, but in fact it is pronounced /p/ /ee/ /p/ /u/ /l/. Students might think *walk* would be pronounced /w/ /a/ /l/ /k/, but in fact it is pronounced /w/ /o/ /k/. Students might think *grownup* would be pronounced /gr/ /ow/ /n/ /u/ /p/, but in fact it is pronounced /gr/ /oe/ /n/ /u/ /p/." The materials do not have an explicit script.

Materials incorporate a variety of activities and resources for students to develop, practice, and cumulatively reinforce skills.

- In Skills Unit 1, Lesson 11, in "Additional Support," there is "More Help with Tricky Words." The resource suggests referring to the words on the "Tricky Word Wall" or writing the Tricky Words *the, he, she, we, be,* and *me* on the board. The teacher reviews why the word is tricky. The teacher then uses each Tricky Word in a sentence and selects students to point to the correct Tricky Word when they hear it in a sentence.
- Skills Unit 2 resources include spelling word lists to take home and practice at the beginning of the week. These words include the sound-spelling correspondences students have learned and reviewed as well as Tricky Words. The teacher assesses students on these same words at the end of each week.
- In Skills Unit 3, "Pausing Point," there are opportunities for students to practice reading Tricky Words. The activities include "Green Light, Yellow Light," "Tricky Word Match Maker," "Tricky Word Beanbag Toss," "Tricky Word Clue," and "Tricky Word Baseball."
- The materials incorporate activities and resources for students to develop, practice, and cumulatively reinforce writing skills with words with inflectional endings. In Skills Unit 2, Lesson 10, the materials include a writing activity connected to the "Vowel Code Flip Book" and the "Individual Code Chart" to write words ending in -*er*. The materials do not include writing activities or resources focused on regular and irregular high-frequency words.

Amplify Grade 2
English Phonics Program Summary

Materials provide a variety of activities 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).

- In Unit 1, for "Group Practice," the materials use a Dictation Journal. Materials guide the teacher to use it during spelling lessons; students write sentences using spelling words on the list, including high-frequency Tricky Words. Materials suggest the teacher frequently check the journals for both spelling words and high-frequency words used in the sentences and provide extra support, as needed. The journal is to be used throughout the year.
- In Skills Unit 4, Lesson 3, students read some high-frequency words in context using the text *Brooklyn*, which contains the Tricky Words *people, walk,* and *grownup*.
- In Skills Unit 5, Lesson 2, students complete "Activity Pages 2.1 (Word Sort)" and 2.2 ("Fill in the Blanks"). Students write short *u* words and /u/ spelling *o*. *Mother, month*, and *son* are in the word box.
- In Skills Unit 6, Lesson 5, the teacher previews the following Tricky Words: *Great Britain, Europe, native, Americans, war, signature.* Students read the Tricky Words in context using the text *Trouble with the British.*
- In Skills Unit 1, Lesson 15, students spell dictated one- and two-syllable words with short vowel patterns and the Tricky Word *she*. Before beginning, teachers make sure students have Activity Page 15.1 in front of them. Materials instruct: "Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write the word. Repeat the procedure with each of the remaining words. For example: *box, she, picnic, sprang, drift, munch*."
- In a "Pausing Point" activity, students mix up word cards. Students sort the cards into two stacks: one-syllable words and two-syllable words. A note states: "This can also be done as a timed, competitive event if you like. To make the exercise challenging, include some one-syllable words that look like two-syllable words from the second list." The list includes the following words: *into, after, never, something, under, without, until, children, asked, stopped.*
- The materials offer additional practice, suggesting the teacher choose a writing assignment to assess students' ability to spell words correctly in context. To do this, the teacher uses the scope and sequence to determine if the sound-spelling has been previously taught and focuses on those words in their writing. This will "provide teachers with insight on how students are actually spelling words in context."

Amplify Grade 2
English Phonics Program Summary

Indicator 3.C.3

Materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of **syllabication** to decode and encode one-syllable or multisyllabic words.

1	Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	M
2	Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide 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).	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials include some systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.

Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources for students to practice decoding 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). Materials provide opportunities to encode in connected text.

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade level syllable types and syllable division principles, as outlined in the TEKS.

- The materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. The "Curriculum Map: Skills" provides a sequence for the year, including opportunities for students to practice previously taught syllable skills. The sequence of the skills is aligned with the TEKS. Skills Unit 1 teaches words with short vowel sounds and two-syllable words. Skills Unit 2 teaches one- and two-syllable words with short and long vowels, including vowels with alternate spellings. Skills Unit 3 teaches words with long vowel sounds and alternative spellings of long vowels. Skills Unit 4 teaches words with

Amplify Grade 2
English Phonics Program Summary

schwa. Skills Units 5 and 6 teach words with alternative vowel and consonant spellings.
- In Skills Unit 1, students decode words with short, long, or variant vowels and multisyllabic words with closed syllables, such as VCe syllables. Students read stories "made up entirely of one-syllable words," then progress to two-syllable words in the story *Prince Vincent*, then to two- and three-syllable words in the story *Sink or Float*.

Materials provide scripted direct (explicit) instruction for identifying syllable types and applying knowledge of syllable division principles to decode and encode multisyllabic words.

- The lesson plans include specific and precise terms, phrasing, and statements that teachers should use during core instruction. In Skills Unit 2, Lesson 13, the teacher reminds students: "Words can be broken into chunks called syllables. A syllable has one, and only one, vowel sound. This means a word has as many syllables as it has vowel sounds. For example, a word with one vowel sound has one syllable, and a word with two vowel sounds has two syllables." Students read two-syllable words. The "Teacher Guide" instructs: "Today you will begin teaching students how to decode two-syllable words with open syllables. When only one consonant stands between two vowels, divide the word in front of the consonant and sound it out as an open syllable. You may wish to refer to the Appendix: Using Chunking to Decode Multisyllable Words for additional information about these types of syllables."
- In Skills Unit 4, Lesson 8, the teacher uses the "Spelling Tree" to teach students how to read words with /oe/. The Teacher Guide instructs the teacher to "point to the *o_e* branch and ask students to read three words with the *o_e* spelling," then "point to the *oe* branch and ask students to read three words with the *oe* spelling," and "remind students that in multisyllable words, the letter *o* is pronounced as /oe/ when it comes at the end of a syllable." The materials do not include explicit instruction on identifying syllable types to encode multisyllabic words.
- In Skills Unit 5, Lesson 13, the teacher instructs students on decoding words with *el* and *le*. Materials guide: "Remind students that, in a previous lesson, they had worked with the spellings *ul*, *il*, and *al* for the /ə/ + /l/ sound combination. Tell them that today they will focus on two more spellings for the /ə/ + /l/ sound combination. Explain that the first spelling is *el* as in *travel*. Write the following words on the board, one at a time, and read them aloud as a class as you write the words: *level*, *model*, *tunnel*, *channel*, *camel*. Ask various students to direct you to circle the letters in each word for the /ə/ + /l/ sound. Explain that the second spelling is *le* as in *apple*. Write the following words on the board, one at a time, and read them aloud as a class as you write the words: *middle*, *simple*, *uncle*, *cattle*, *little*."
- In the "Instruction and Practice" section of "Open Syllables: Decoding and Spelling," the materials explain: "When students are decoding, or reading, they will come across single-syllable and multisyllabic words. Point out that students can use what they know about syllable types and chunking to read these words. Students can also use their knowledge of syllable types to spell words." The activity models the routine to help students decode words with open syllables and spelling patterns. The teacher displays the word *student* and points to it. The script states:
  - Say: I see two vowels surrounded by consonants. I can chunk this word into two syllables. First, I identify the vowels and underline them. s t <u>u</u> d <u>e</u> n t
  - Say: When only one consonant comes between two vowels, I divide after the first vowel. This makes the first syllable an open syllable, and it will have the long sound /ue/. s t <u>u</u> |

d e n t. Have students read the word *student* aloud.
- ○ Say: I can use the same strategy to spell a word that follows the same syllable pattern, such as the word *open*. Show how the strategy can be used to spell a word that includes an open syllable. o |p e n.

Materials incorporate a variety of activities and resources for students to develop, practice, and cumulatively reinforce skills.

- The materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Skills Unit 1, Lesson 13, includes a "Code Flip Book" code review, review of two-syllable words, practice with suffix spellings, reading text with syllable types, and reading the text *The Chicken Nugget*.
- Skills 2, Lesson 10, has a variety of activities, including "Journey Through Space," a word card game for students to practice vowel digraphs. The activity includes two-syllable words (*summer, person, water, under*).
- In Skills Unit 2, Lesson 12, the "Race Against the Clock" game directs the teacher: "Create a set of word cards for each player. Assign each word a point value based on the difficulty of the word; you may want to assign one point for one-syllable words, two points for two-syllable words, three points for three-syllable words, and so on. Each player gets a preset time limit to attempt to read as many words as possible within the time. Students get points for the words they read correctly and get no points for words they misspeak or skip." Words used include *farmers, yard,* and *started.*
- Skills 5, Appendix B, includes activities for teachers to use when students have difficulty reading a two-syllable word. The materials instruct the teacher: "Use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud."

Materials provide activities that encourage students to practice decoding and encoding multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- The materials provide a variety of activities and resources to decode multisyllabic words in connected text. In Skills Unit 2, the text *The Milk* allows students to practice reading two-syllable words. Before they read, the teacher tells students, "You are going to review how to read two-syllable words." The teacher manual states: "The teacher will write the word *bakeshop* on the board/chart paper. Tell students they will show them one way to help you read two-syllable words. Cover the second part of the word with a finger and read the first part of the word. Then cover the first part of the word with a finger and read the second part. Run a finger under the whole word and read it together aloud."
- Materials provide encoding in connected text. In Unit 3, Lesson 1, "Spelling," students write the following sentence: "We started playing football."
- In Skills Unit 3, Lesson 6, the "Spelling Tree" directs the teacher to label four branches of a tree with four spellings of /o/. Students select a leaf with one of the following words: *coat, goes, road, so, poke, hoe, open*. The teacher asks students to read the word and place it on the appropriate branch.

Amplify Grade 2
English Phonics Program Summary

- The materials include activities to encode multisyllabic words in isolation. In Skills Unit 5, Lesson 10, the materials include a "Spelling Assessment" for students to practice writing some multisyllabic words in isolation.
- In Unit 4, Lesson 2, students read multisyllabic words from the columns in "Digital Component 2.1." Students read words such as *servant, pattern, modern,* and *interest.*
- In Unit 6, Activity 14.2, students encode words from a word box into a blank space in a predetermined sentence. Students write multisyllabic words such as *igloo, media, item,* and *impossible.*
- The "Instructional Strategies for Decoding Words Using Syllable Division Patterns" resource states, "Use the following strategies and routines to teach and reinforce how to read words using knowledge of syllable division patterns (such as VCCV, VCV, VCCCV)." The resource mentions that Skills units after Skills 2 are where multisyllable words are present. It suggests using routines during warm-ups, reading or spelling lessons, "Pausing Points," or in addition to "Word Work" activities. It further suggests building brief routines into specific lessons. Additional practice opportunities and suggestions include dividing a word from the "Reader" into syllables; adding a word or words to each week's spelling list; adding more dictated sentences with multisyllabic words to each spelling text; having students write dictated words and sentences in their "Dictation Journals," introduced in Unit 1; and using "Check for Understanding" activities, "Writing" activities, as well as "Challenge" activities during or after a lesson.
- The "Instructional Strategies for Decoding and Spelling Multisyllabic Words with Open and VCe Syllables" resource states, "Use the following strategies and routines to teach and reinforce how to read and spell multisyllabic words with open and VCe syllables). The resource mentions to use the strategies with Skills and Knowledge units where multisyllabic words with open or VCe syllables are present. It states that open syllables appear after Skills 3 and VCe syllables appear during or after Skills 4. The resource suggests using routines during warm-ups, reading or spelling lessons, Pausing Points, or in addition to Word Work activities. It further suggests building brief routines into specific lessons. Additional practice opportunities and suggestions include adding a word or words to each week's spelling list; adding additional dictation sentences to each week's spelling list; and using Check for Understanding activities, Writing activities, and Challenge activities (during or after a lesson).
- The materials include "Group Practice," "Independent Practice," and "Additional Practice." In one Group Practice activity, the materials state to "display two of the words from the suggested list for the syllable types students are studying (open, VCe)." Teacher instructions read: "Have students work in small groups to decode the words and identify the syllable pattern used. Then orally provide two more words. Have the students spell the words on a separate sheet of paper. Circulate to offer corrective feedback as needed. Also, have students write dictated words and sentences in their dictation journals, introduced in Unit 1."
- For the Additional Practice activity, materials state to add one or two words with open and/or VCe syllables to the weekly spelling list. They further suggest, "Add additional dictation sentences to each week's spelling assessment."

Amplify Grade 2
English Phonics Program Summary

Indicator 3.C.4

Materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing **morphological awareness**.

1	Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	M
2	Materials provide direct (explicit) instruction for supporting recognition of common morphemes.	M
3	Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
5	Materials provide 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).	PM

Partial Meets | Score 2/4

The materials partially meet the criteria for this indicator. Materials connect some phonics instruction to meaning by providing systematic and direct (explicit) instruction and some practice and review related to developing morphological awareness.

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

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing grade level morphemes, as outlined in the TEKS.

- The materials provide a systematic sequence for introducing grade-level morphemes. The materials include a document called the "Skills Curriculum Map." This document gives a page for each Skills unit, which consists of an overview of the skills, expected outcomes, alignment with the TEKS, and alignment with the ELPS. The units begin with less complex morphology and progress to more complex objectives. In Skills Unit 1, students read and spell words with suffixes *-ing* and *-ed* and read, write, and pronounce words with past tense suffix *-ed* pronounced in

Amplify Grade 2
English Phonics Program Summary

three different ways. In Skills Unit 4, students use the past and present tense of the verb *to be*. In Unit 5, students read and write words with the suffix *-tion.* However, the sequence does not include the suffix *-est,* which is required by the TEKS. The materials only address the suffix *-er* in one section of Skills 3. Before reading a story, the teacher points out the word *faster* and tells students that "adding the inflectional ending *-er* to the word *fast* changes the meaning of the word" and that "*fast* describes how quickly something happens, while the word *faster* is a comparative word that describes how quickly something happens compared to something else."

Materials provide direct (explicit) instruction for supporting recognition of common morphemes.

- In Skills Unit 2, Lesson 6, as the teacher displays correlated activity pages, materials instruct: "Tell the students that this week's spelling words are made up of a root word and a suffix, like last week; this time the suffix is *-ing*." Then: "As you do this, model dropping the final *e* when the *-ing* suffix is added to a word with a separated vowel digraph. Also, model the need to double the consonant before adding *-ing* to the word *hop* continuing using Gradual Release with words *smile, race, hope, bake, invite, confuse, compete, taste*."
- Skills Unit 3, Lesson 17, instructs teachers: "Before reading each word pair, show the examples you prepared in advance. Show the bag with one chip, say *chip* have students say *chip*. Next, show the bag with several chips, say *chips* emphasizing the /s/. Have students repeat the word after you. Repeat with other examples you prepared."
- Skills Unit 4, Lesson 18, focuses on decoding with inflectional endings such as *-es* and changing /y/ to /i/ and adding *-es*. The script states: "Write *dog* on the board/chart paper. Ask students how they would make *dog* plural. (add *-s*) Write *dogs* beside *dog* and underline *s*. Write *box* on the board/chart paper. Ask students how they would make *box* plural. (add *-es*) Write *boxes* beside *box* and underline *es*. Remind students of the rule they learned about how to change singular nouns to plural nouns when the word ends in the letter *y* and represents the /ie/ sound. Write the word *butterfly* on the board/chart paper and ask students to read it. Say the sentence, 'On Monday, I saw one butterfly.' Say the sentence, 'On Tuesday, I saw three butterflies.' Point to the word *butterfly* on the board/chart paper and tell students the spelling for *butterfly* has to change now that there is more than one. Carry out the following steps, saying them aloud so students can be reminded of the spelling rule for forming plural nouns ending in *y* as /ie/: change the *y* to *i* and add *-es*. (Write the word *butterflies* next to *butterfly* and leave both words on the board/chart paper.)"

Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.

- The materials provide explicit instruction for the teacher to use with students. In Skills Unit 1, Lesson 19, the explicit instructions in the "Teacher Guide" state: "Tell students when something happened in the past, we add a two-letter suffix to the verb. Explain that the letters *ed* are added to the end of a verb. The *-ed* suffix is called the 'past tense marker' or the 'past tense ending.' Direct students' attention to the chart you prepared in advance or the digital version."
- The program includes direct (explicit) instruction on specific morphemes. The materials include clear, direct instruction on morphemes with scripted language emphasizing word meaning. In Skills Unit 4, Lesson 6, the materials instruct the teacher: "Tell students you are still going to

work with words ending in the letter *y* and representing the /ie/ sound, but are going to talk about some spelling changes that may happen to words ending in the letter *y*. Explain that you will start first by looking at what changes are necessary to change a singular noun to a plural noun, if the word ends in *y*."

- In Skills Unit 5, Lesson 4, the teacher informs students they will learn about a group of adjectives ending in the suffix *-ous*. Materials instruct: "Write *ous* on the board. Tell students that *ous* seems to be a tricky spelling. We know *ou* can sound like /ou/ or /u/. When *ous* occurs at the end of a word, it is sounded as /us/. Write the word *famous* on the board, and guide students as they sound it out. Tell them that the word *famous* is related to the word *fame*, so it describes a person who is well known by many other people, such as a musician, actor, or athlete. Ask students if they can think of other adjectives ending in the suffix *-ous*. Record their answers on the board. Write the following adjectives on the board, underline *ous*, have students sound out the word, and then discuss the meaning with students."

Materials incorporate a variety of activities and resources for students to develop, practice, and cumulatively reinforce skills.

- The "Activity Guide" provides a variety of activities, such as Activity 6.2 from Skills Unit 2. In this activity, students take home a chart for parents to review with them. The chart has root words and suffixes. The students add the suffix to the root words to make a new word. They also review and study the words for the week.
- Skills Unit 3, Lesson 17, includes a resource word list for teachers to review singular and plural nouns. Using this list, teachers ask students what a singular noun is: "Ask for examples of singular nouns. Then, ask students to tell you what a plural noun is. Ask for examples of plural nouns." The teacher refers to the word list to call out singular nouns and asks students to tell the plural noun.
- The materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). For example, in Skills Unit 5, students participate in an adjective hunt to recognize the suffix *-ous*. Students try to find as many adjectives as possible in the selected reading and then identify the adjectives with *-ous* that the teacher writes on the board. Students pair each adjective with its noun.

Materials provide a variety of activities that encourage students to decode and encode words with morphemes in isolation (e.g., word lists) and in connected text that builds on previous instruction (e.g., within sentences or decodable texts).

- Materials provide opportunities for students to decode words with morphemes in isolation. In Skills Unit 2, Lesson 1, students read from a list of words. Materials state: "Have students read the word after you write it on the board/chart paper. Then add the suffix *-ed* to the word. Ask students to read the word with the suffix added. Review briefly that the suffix *-ed* signals something happened in the past." Students read words such as *yelled, yanked, smiled,* and *patted*.
- Materials provide a variety of activities and resources for students to decode words with morphemes in context. In Skills Unit 4, Lesson 19, students read *The Grocery*. Students read words with the suffix *-ed,* such as *exclaimed, asked, smiled,* and *warned.*

Amplify Grade 2
English Phonics Program Summary

- Materials provide activities and resources for students to encode words with morphemes in isolation. In Skills Unit 3, students complete "Activity Page 15.2." Students write the spellings of plural nouns beneath corresponding pictures. For example, students write *dishes, benches, fish, foxes,* and *glasses.*
- The materials include activities and resources for students to practice encoding words with morphemes in isolation. In Skills Unit 5, Lesson 4, the materials include the activity "Adjective Hunt." Students encode words in isolation using the root words *fame, nerve, monster* and the suffix *-ous*. However, the materials do not include activities or resources for students to practice encoding words with morphemes in context.

Amplify Grade 2
English Phonics Program Summary

Indicator 3.D.1

Materials provide frequent opportunities for students to practice and develop **word reading fluency**, by using knowledge of grade-level phonics skills to read **decodable connected texts** with accuracy and automaticity.

1	Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson.	M
2	Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.)	M
3	Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.	M

Meets | Score 4/4

The materials meet the criteria for this indicator. Materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.

Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.). Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence.

Evidence includes but is not limited to:

Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable texts in the lesson.

- Skills Unit 1, Lesson 2, directs the teacher to use and model think-aloud strategies for chaining the word *get* and then provide guided practice for students to chain the word *got*. The teacher writes the word *get* on the board and blends the sounds, pronouncing the word. The teacher models and thinks aloud, changing the *e* sound, blending, and pronouncing the word. The teacher and students repeat the process together with a sound change to complete the word chain with the word *got*.
- The materials contain embedded modeling and practice with decodable words. In Unit 2, students learn to read one- and two-syllable words with short and long vowels. For example, in Lesson 2, the teacher models reading two-syllable words. The teacher tells students the vowel sound in *stone*, points out the spelling for the vowel sound and reads it aloud. The teacher explains how the letters work together for the sound and circles each spelling in *stone*. The materials instruct: "Point to each spelling in stone as you say its sound: /s/ (point to the letter *s* with your index finger), /t/ (point to the letter *t* with your index finger), /oe/ (simultaneously point to the letter *o* with your middle finger and the letter *e* with your index finger), /n/ (point to the letter *n* with your index finger)." Students read the following words: *note, hope, rode, froze, broke, bone.*

Amplify Grade 2
English Phonics Program Summary

- The materials provide word lists for teachers to utilize with their students. In Unit 4, Lesson 3, a scripted lesson addresses some spelling alternatives: "Word List: Make one copy of Activity Page TR 3.1 for each student. Model reading each word with students, reminding them that the *y* in each word is making the /i/ sound. Have students circle or underline the letter *y* in each word. At the end of the activity page, help students read the sentence and respond (e.g., an antonym for *fast* would be *slow*)."

Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.)

- Materials provide practice activities for word reading fluency in a variety of settings. In Skills Unit 2, Lesson 2, students read *The Spelling Bee* with partners and use their "Independent Code Charts" to sound out words. During the reading, the teacher circulates to listen to as many partner pairs as possible, making notes in the "Anecdotal Reading Record."
- In Skills Unit 4, Lesson 2, the students independently read the story *Morning* with purpose and understanding and answer oral, literal, and evaluative questions about key details in the text.
- In Skills Unit 5, the "Pausing Point" includes instructions for teachers to create fluency phrases. The teacher writes a selection of words on index cards, one word per card. Materials guide: "Include decodable nouns and decodable adjectives. Have students create phrases or sentences with these cards. Then have students copy the phrases or sentences on paper. This exercise is best done in small groups or at workstations."
- Skills Unit 6, Lesson 14, provides whole group instruction where students use the "Spelling Tree" game and cloze reading of *A Famous Ship* to practice reading to increase fluency. Students partner read *The War of 1812* to practice reading fluency.

Materials provide a variety of grade level decodable texts that are aligned to the phonics scope and sequence.

- The materials provide a variety of grade-level decodable connected texts. For example, in Skills Unit 1, students read *The Chicken Nugget*. The decodable reader has two-syllable words that align to the scope and sequence.
- The materials provide a variety of grade-level decodable connected texts. For example, in Skills Unit 4, students read *The Job Hunt*. The decodable reader has /er/ spelling-sound patterns. The first stories contain *er, ir,* and *ur* patterns, such as in the words *summer, Kurt,* and *shirt.*
- The materials provide a variety of grade-level decodable connected texts. For example, in Skills Unit 6, students read *Sir Gus*. The decodable reader has /n/ *kn*, /u/ *o*, and /ee/ *ea* spelling-sound patterns. Words include *knight, from,* and *peaceful.*

Amplify Grade 2
English Phonics Program Summary

Indicator 4.1

Materials include developmentally appropriate **diagnostic tools** (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.

1	Materials include a variety of diagnostic tools that are developmentally appropriate.	M
2	Materials provide clear, consistent directions for accurate administration of diagnostic tools.	M
3	Materials include data management tools for tracking individual and whole class student progress.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.

Materials include a variety of diagnostic tools that are developmentally appropriate. Materials provide clear, consistent directions for accurate administration of diagnostic tools. Materials include data management tools for tracking individual and whole class student progress.

Evidence includes but is not limited to:

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

- The materials assess high-frequency words during the "Spelling Assessments." In Skills Unit 2, Lesson 10, the teacher assesses students on their spelling of *were.*
- The materials include diagnostic tools for measuring phonics skills. For example, in Skills Unit 4, the materials assess students individually on the spelling of "dictated one-syllable and multisyllabic words with VCe syllables and digraphs /ee/ > *ee, e, e_e, ea*, and the Tricky Word *people*."
- Skills Unit 6, Lesson 15, provides a spelling assessment in the "Activity Book." After students complete the assessment, the teacher collects "Activity Page 15.1." The teacher uses the template in the "Teacher Resources" to analyze students' mistakes. The assessment determines students' mastery of sound-letter correspondence in words with final stable syllable *-dge* such as *fudge, nudge, judge*.
- There is no evidence in the materials of assessment tools for phonemic awareness.

Materials provide clear, consistent directions for accurate administration of diagnostic tools.

- The materials include guidance to help the teacher efficiently administer the assessment. For example, the Skills Unit 1 assessment for dictation includes a script to follow when administering the assessment: "During the Dictation Identification Assessment, students will be asked to look at several words on the designated activity page and then circle the written word which matches the spoken word you say. The distractors included represent frequent sound/spelling confusions. Additional activity pages will be used to assess students' skill in

adding suffixes to root words and in correctly punctuating sentences. During this assessment, students will be asked to print legibly. Look for and assess students' ability to form letters accurately."

- The materials provide clear and consistent directions for the accurate administration of diagnostic tools. In Skills Unit 3, Lesson 6, for the "Observation Anecdotal Reading Record," students read the story "Miss Baker," and the teacher asks "different students to read each page or paragraph" while making notes "regarding their individual reading ability in the Anecdotal Reading Record."
- Materials provide clear, consistent directions for accurate administration of diagnostic tools. In Skills Unit 4, the scripting states: "FLUENCY ASSESSMENT (5 MIN. PER STUDENT) Note: The reading selection reproduced on Activity Page 23.1 is an abridged version of the story 'The Visit.' For this assessment, call students one at a time to a quiet area of the room and assess them individually using the Oral Reading Fluency Assessment provided for you. Ask the student to begin with the first word of the first paragraph. Be sure to mark any words the student misreads and/or that you provide on Activity Page 23.2. When the student completes the story, record the amount of time the student took to read the passage. Ask the student the questions on Activity Page 23.3. Record the score at the bottom of Activity Page 23.3."

Materials include data management tools for tracking individual and whole class student progress.

- The assessment tools help teachers understand the data and use it to track student progress. For example, Skills Unit 1 includes an "Assessment Overview" section that provides teachers with individual spelling alliteration observation records to record individual student responses.
- In Unit 2, the materials track individual knowledge of "Tricky Words" and guide on analyzing errors: "Place an X in the column of any word students did not spell correctly. If you notice students are making errors in the words, you will want to examine those errors for patterns."
- In Unit 5, the materials include a scavenger hunt to track whole class student progress: "Tell students that they will now go on a scavenger hunt to help them remember the kinds of nonfiction they learned about in this lesson. Pair students and emphasize that students must work together but should keep their answers hidden from the other teams as they will be in competition with the other teams."
- The materials include downloadable "Assessment Guidance" for each domain, webinars for the teacher to access to assist in understanding assessments, and digital record-keeping files for individual and class progress tracking, found under "Program Resources."

Amplify Grade 2
English Phonics Program Summary

Indicator 4.2

Materials include integrated **progress monitoring** tools, with specific guidance on frequency of use.

1	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills.	M
2	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include integrated progress monitoring tools, with specific guidance on frequency of use.

Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills. However, the materials' assessments are not all progress monitoring tools, and progress monitoring is optional. Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

Evidence includes but is not limited to:

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

- The materials include diagnostic tools that routinely and systematically assess students' acquisition of grade-level skills. For example, in Skills Unit 1, Lessons 6–10 provide "Beginning of the Year Placement Assessments" as baseline data, which are word and story reading assessments. The Skills Unit 1 "Teacher Guide" explains the purpose of the baseline assessment: "To accurately place students in reading groups, it is helpful to have a basic overview of the program from Grades K–1. The following chart provides a broad overview of what is taught in Grades K and 1. Students who did well in Grade 1 should be ready for the Grade 2 sequence." However, this tool is not for progress monitoring.
- The materials include optional progress monitoring opportunities throughout the Skills units. In Skills Unit 3, Lesson 25, the teacher monitors students' progress with one- and two-syllable words with the sound-spellings /er/ > *er*, /ar/ > *ar*, and /or/ > *or*, and the "Tricky Word" *some*.
- The materials state that throughout Unit 5, "formative assessments are clearly marked for monitoring individual student performance and progress in key skills." Teachers collect activity pages to monitor student progress in reading and writing the spelling alternatives for /u/, /ə/, /əl/, and /shən/, and the "Tricky Spellings" *a, e, o,* and *ou*.
- During Unit 7, the materials have grade-level progress monitoring. The "Fluency Assessment" includes the text *Shark and Wee Fish* to assess reading accuracy and fluency. As the teacher listens to individual students read the story aloud, the teacher makes a running record and takes a measurement of fluency. This section is for students who miss two or more of the seven "Silent Reading Comprehension Assessment" questions.

Amplify Grade 2
English Phonics Program Summary

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

- The materials provide weekly, optional progress monitoring throughout each unit. Unit 2, Lesson 13, guides the teacher to examine whether the student can decode words correctly. If not, the student may be rushing and may benefit from explicit instruction to slow down and look at each letter in a word sequentially, left to right. Teachers are to use "the Record Sheet for Progress Monitoring to document students' responses."
- Skills Unit 4 provides multiple opportunities for assessments based on students' learning. For example, each lesson provides "Checks for Understandings," close reading assessments, and weekly spelling assessments with guidance for reteaching after these assessments.
- In Skills Unit 5, Lesson 6, progress monitoring occurs by copying and distributing "Activity Page TR 6.1," consisting of ten rows of words. The materials do not inform the teacher of the frequency of the monitoring, but they do state: "Any student who scores less than 8 out of 10 needs further remediation." The same is true in Lessons 9, 12, 15, 17, and 23. In Lesson 27, all students complete a group "Decoding Assessment," and "students who do not perform adequately on the Decoding Assessment from Lesson 27 are asked to sit individually with the teacher and complete additional assessments to identify specific areas of difficulty."
- Materials do not specify how often to monitor progress or include timelines for checking progress. Frequency of progress monitoring to support the teacher in determining the students' variable rate of learning does not exist in the materials.

Amplify Grade 2
English Phonics Program Summary

Indicator 4.3

Materials include guidance for teachers to **analyze and respond to data** from diagnostic tools.

1	Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.	M
2	Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data.	M
3	Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs. Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.

Evidence includes but is not limited to:

Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs.

- The materials guide the teacher in analyzing the assessment data. For example, Skills Unit 3, Lesson 5, includes "Spelling Analysis Directions." These directions guide the teacher in analyzing students' mistakes and helps them understand any new or persistent patterns among individual students. For example, "students missing more than one for items 1–3 may need help with *er*; students missing more than one for items 4–6 may need help with *or*; students missing more than one for items 7–9 may need help with *ar*.
- At the end of each unit, there is a unit assessment. There is guidance for scoring the assessment and what to do with the data. In Unit 4, there is an end-of-unit reading assessment, and the materials provide the following guidance: "Students who receive a fluency rating of Mostly Fluent or Fluent on the Multidimensional Fluency Scale are making good to excellent progress in terms of reading fluency. Students who receive a fluency rating of Improving may benefit from particular attention devoted to pre teaching words that include tricky spellings and multisyllable words prior to the independent reading of any new story. These students will also benefit from additional opportunities to reread stories multiple times. Students who receive a fluency rating of Labored are clearly struggling and are likely at risk in terms of their reading mastery. Their results on this assessment should be examined in conjunction with the Reading Comprehension Assessment and the Word Identification and Decoding Skills Assessment, with a view to providing intensive remediation."
- The materials somewhat support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs. Skills Unit 6 "Teacher Guide" states: "Careful attention

Amplify Grade 2
English Phonics Program Summary

to this information, collected on a daily basis, will enable you to quickly determine which students may benefit from reteaching and/or more practice in particular skills, using the Additional Support activities found at the end of each lesson." There are activities to support students who need additional support, but there is no support for analyzing the data from the quick check.

- In Skills Unit 6, the "Word Reading in Isolation Assessment Scoring and Analysis" section of the Teacher Guide indicates the number of words read correctly and suggests the teacher "determine which phonemes students missed that caused them to score below the benchmark for word recognition."

Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data.

- The materials provide information from the diagnostic tools to help teachers plan instruction to meet students' instructional needs based on their assessment results. For example, in Skills Unit 1, Lesson 6, the "Scoring and Analysis" directive reads: "Enter students' scores on the Placement Planning Sheet found in the Teacher Resources section of this Teacher Guide. Those students who were able to answer five or more of the questions correctly will take the 'Prince Vincent' assessment during the next lesson. Students who answered four or less correctly will take the Word Reading Assessment during the next lesson, which will help you determine placement for those students."
- The information gathered from the diagnostic tools helps teachers plan remediation. In Skills Unit 1, Lesson 15, the materials inform the teacher to chart data from a "Spelling Assessment." Once there are data results, the teacher analyzes the results, and the materials encourage suggestions for activities the students can do to reinforce missed skills. For example, the teacher will place an X in the column of any spelling pattern that the student did not spell correctly and then review Columns 1 and 2 to determine what an error in these columns means. Materials guide: "The spelling *e* for the /e/ sound and *i* for the /i/ sound are basic code spellings. It is common for first- and second-grade students to confuse these vowels. It is hard for them to hear the difference between two very similar-sounding vowels." The materials include suggestions for "what you should do" (e.g., "Word sorts and exposure to words with *e* and *i* as medial vowel sounds will increase students' comfort levels with choosing the correct spelling for each sound.")
- Skills Unit 4, Lesson 1, mentions differentiated instruction in checks for understanding, stating, "Use this information later to differentiate and group students who need additional support recognizing and decoding high-frequency and Tricky Words."

Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data.

- The materials provide student resources to respond to students' academic performance. For example, the program has a word list. Short reading selections allow students to practice specific misread words. For example, in Skills Unit 1, Lesson 11 provides word lists with decodable words (*wish, with, them, then*). There is a "Wiggle Card" activity with phrases (*fist bump, sing the song*). There is additional support in the Skills Unit 1 "Pausing Point" guide.
- In Skills Unit 3, Lesson 6 provides additional support for the sound /oa/ with a Wiggle Card

activity. The teacher shows students a Wiggle Card, has students read it, and lets them perform the action. There is additional support with the "Teacher Chaining" activity, which guides the students through chaining *boat* to *toast*. Additional support is found in Pausing Points.

- In Skills Unit 6, Lesson 6, there is a review for the "Tricky Spelling" *ea* and a "Digital Component" to go along with the review. An "Activity Book" and "Reader" reinforce the skills. In addition, the materials guide the teacher to use word chains to help build syllable patterns.

- During Skills Unit 6, Lesson 10, the materials provide additional support for *r*-controlled vowels to help students with the "More Help with *R*-Controlled Vowels" game, "Race against the Clock." Guidance states: "Copy and cut apart word cards (Activity Page TR 10.1) with *r*-controlled vowels. Assign each word a point value based on the difficulty of the word; you may want to assign one point for one-syllable words, two points for two-syllable words, three points for three-syllable words, and so on. Each player gets a preset time limit to attempt to read as many words as possible within the time. Students get points for the words they read correctly and get no points for words they get wrong or skip."

Amplify Grade 2
English Phonics Program Summary

Indicator 5.1

Materials include **guidance, scaffolds, supports, and extensions** that maximize student learning potential.

1	Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills.	M
2	Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills.	PM
3	Materials provide enrichment activities for all levels of learners.	M

Partial Meets | Score 1/2

The materials partially meet the criteria for this indicator. Materials include some guidance, scaffolds, supports, and extensions that maximize student learning potential.

Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. Materials provide some targeted instruction or activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills. Materials provide enrichment activities for all levels of learners.

Evidence includes but is not limited to:

> **Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade level foundational phonics skills.**

- The materials ensure that teachers can identify and provide opportunities for students to develop precursor skills necessary to access grade-level content. The materials include a "Foundational Skills Remediation" section for reteaching and/or more practice in particular skills. For example, if a student needs additional support with *r*-controlled vowels, the Foundational Skills Remediation section in Skills Unit 2, Lesson 11, instructs the teacher: "Make a copy of the word cards (Activity Page TR 11.1). Cut apart the word cards. Find two boxes or paper bags. Label one box or bag with *ar* and the other with *or*. Have students pick a card, read the word, and place the card in the container labeled with the correct *r*-controlled vowel sound. Have students place the word card in the appropriate box. Repeat with the remaining words. Repeat again reading the words aloud, but this time do not show the cards to students. Have students tell you in which box to put each word. After all cards have been sorted, remove cards to check for accuracy. Review any misplaced words."
- "Pausing Point" activities help students who need more support. For example, the Skills Unit 4 Pausing Point section includes activities for additional help with word dictation. The materials instruct the teacher: "Choose ten of the words from the box. Have students take out a pencil and a piece of paper. Explain that you are going to say ten words students have seen many times in their Readers. Have students write each word that you say."
- The Skills Unit 5 Pausing Point includes activities for additional help with spelling and producing sounds. For the "Spelling-to-Sound Card Game," teacher instructions read: "Give a student all of the Spelling Cards for /u/, /ə/, /a/, /ae/, /o/, /e/, /ee/, /oe/, and /ou/. Ask the student to sort

the cards by spelling, so that each spelling has its own row (e.g., there is one row for *u*, one row for *o*, one row for *o_e*). When the cards have been sorted, have the student say the sound for each spelling. Ask the student if there are any rows that have multiple cards. Explain that rows with more than one card are tricky spellings—spellings that can be pronounced more than one way. Have the student provide all of the pronunciation options for each tricky spelling."

Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade level mastery of foundational phonics skills.

- The materials include general guidance for teachers on incorporating challenge supports for students who have mastered grade-level foundational phonics skills. For example, in Skills Unit 2, Lesson 1, a "Challenge" support instructs the teacher: "Remind students that they already know the spelling *o_e* stands for the /oe/ sound, but now they are learning a new sound for this spelling. Based on readiness, have students work in pairs to write one or two sentences that include a word that contains the spelling *o_e*." The suggestion does not include targeted instruction or activities. The suggestion is general.
- Materials provide general instruction and activities to accelerate learning for students. For example, in Unit 4, Lesson 4, the teacher reviews the Tricky Spelling for *I*: "Tell students you will start today's lesson by reviewing the spellings they have already learned for the /ie/ sound. Direct students' attention to the Spelling Tree for /ie/. Remind students of the three different ways to spell the /ie/ sound." The Challenge activity states: "Write three categories on the board/chart paper: *i_e, ind,* and *ild*. Challenge students to listen to the following word list. Ask students which category to write the word in. Remind them to listen very carefully. Enunciate clearly. Word List: *mind, wild, pile, kind, fine, shine, child, bind*." The suggestion does not include targeted instruction or activities and is general.
- In Skills Unit 6, Lesson 3, the Challenge activity is "Have students think of a word that uses the *ea* spelling for /e/ and use it in a sentence." The suggestion does not include targeted instruction or activities and is general.

Materials provide enrichment activities for all levels of learners.

- Materials provide enrichment activities for all levels of learners in foundational phonics skills, such as partner activity suggestions. For example, in Skills Unit 2, Lesson 7, materials instruct: "Provide one set of word cards (Activity Page TR 7.1) for each student pair and one Race to the Top game board (Activity Page TR 7.2) for each student. Provide each student with a token to use as a game piece. Place cards facedown in a pile. Have students take turns drawing a card and reading the word on the card. Students move up a rung on the ladder for each word they read correctly. The first one to the top wins!"
- In Skills Unit 4, Lesson 3, the teacher can extend the lesson with "Sentences and Phrases." Some sentences and phrases are "Lynn runs laps at the gym." "Carl swam in the Olympics." "Is that a myth or a fact?"
- The materials include additional things to "extend your lessons." For example, Skills Unit 6, Lesson 1, provides additional decodable words, sentences, and phrases to extend the lesson, such as *phase, alphabet,* and "This is a photo of Philip."

Amplify Grade 2
English Phonics Program Summary

Indicator 5.2

Materials include a variety of **instructional methods** that appeal to a variety of learning interests and needs.

1	Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.	M
2	Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include a variety of instructional methods that appeal to a variety of learning interests and needs.

Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one).

Evidence includes but is not limited to:

Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content.

- The materials engage students in the mastery of the content through instructional approaches. In Skills Unit 1, Lesson 12 provides a kinesthetic activity called "Wiggle Cards." Wiggle Cards are phrases or words describing a motion or activity students can act out. Materials instruct: "Prior to the lesson, write each word or phrase on an index card or sentence strip. Show students the Wiggle Card, have them read it, and let them perform the action (1. Stand still. 2. Act sluggish. 3. Unpack a bag.)" There is also a picture activity: "Using the pictures you brought in, explain that the word *nugget* can also describe a lump of something, such as gold, or a nugget of wisdom, which is a small piece of good advice."
- For Skills Unit 5, the "Pausing Point" section includes exploration with concrete and hands-on materials for a "Show and Tell" activity. The materials instruct the teacher: "The day before teaching this exercise, ask students to bring in objects or pictures of objects with names containing the /u/ or the /ə/ sound (e.g., a cup, money, a balloon, gloves, etc.) Ask each student to show and name his or her object and write the name of the object on the board. Ask students which letter or letters stand for the /u/ or /ə/ sound. Make a heading for a column of words containing this spelling for /u/ or /ə/ and invite a student to copy his or her word under the heading."
- In Skills Unit 3, Lesson 13, the students play "Race to the Top." The teacher makes one copy of the Race to the Top game board ("Activity Page TR 2.1") for each student. Materials guide: "Continue with providing one set of word cards (Activity Page TR 13.1) for each student pair and place cards facedown in a pile. Have students take turns drawing a card and reading the word on the card. Students move up a rung on the ladder for each word they read correctly. The first one to the top wins!"

Amplify Grade 2
English Phonics Program Summary

- Skills Unit 6, Lesson 1, provides a"Word Sort" activity. Using a pocket chart or chart paper, the teacher creates a column for each spelling of /f/: *f, ff,* and *ph*. The teacher writes the following words on index cards: *1. scuff 2. graph 3. friend 4. stuff 5. phone 6. dolphin 7. proof 8. lift 9. phrase 10. taffy 11. fast 12. puffy 13. photo 14. phonics 15. rift 16. forest.* The teacher gives students the word cards and has them read their words and place them under the correct spelling column. They read all the sorted words in each column.

Materials support a variety of instructional settings (e.g., whole group, small group, one on one).

- The materials include suggestions for center activities. For example, Skills Unit 1, Lesson 22, instructs teachers: "Encourage students who finish quickly to check over their work. When they finish checking their work, you may wish to have them reread stories from *The Cat Bandit* or participate in a listening center or writing center."
- The "Foundational Skills" section in Skills Unit 2, Lesson 4, provides instructional settings for "Tricky Words." For example:
  - All, Who (Word Recognition) Whole Group; 5 min.
  - Preview Spellings Chart (Digital Components).
  - Read "The Jumping Frog" Small Group/ Partner; 10 min.
- The Foundational Skills section in Skills Unit 6, Lesson 8, provides instructional settings for Foundational Skills. For example:
  - Introduce /er/ > *ar* and *or* (Phonics) Whole Group; 10 min.
  - Vowel Code Flip Book Spelling Card for *ar* > /er/ (*dollar*), *or* > /er/ (*work*).
  - Individual Code Chart Bubble the Sound (Phonics) Independent.

Amplify Grade 2
English Phonics Program Summary

Indicator 5.3

Materials include supports for **Emergent Bilinguals** to meet grade-level learning expectations.

1	Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).	M
2	Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.	M

Meets | Score 2/2

The materials meet the criteria for this indicator. Materials include supports for Emergent Bilinguals to meet grade-level learning expectations.

Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS). Materials demonstrate strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.

Evidence includes but is not limited to:

Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS).

- Materials include linguistic accommodations commensurate with various levels of English language proficiency as defined by the ELPS. Skills Unit 1, Lesson 4, provides scaffolding for Emergent Bilinguals: "Support students in distinguishing between the voiced digraph *th* > /th/ and the unvoiced digraph *th* > /th/. Have students place a hand on their throat and say the word *them*. Ask them if they feel any vibration, or buzz, on their hand. Explain that there is a buzz because the /th/ sound is a voiced sound. Next, have students repeat this process, but with the word *thin*. Help students understand there is no buzz because this *th* sound is unvoiced. Air passes through the mouth, but there is no vibration in the throat, so it is an unvoiced sound."
- The teacher manual has suggestions for ways that the teacher can support Emergent Bilinguals. For example, Skills Unit 3, Lesson 4, includes an "English Language Learning Foundational Skills" suggestion in the margin: "Before reading the leaves for the Spelling Tree, show the images you prepared in advance. Have students repeat the word after you as you show each image." The materials cite the ELPS.
- In Skills Unit 6, Lesson 11, the English Language Learning Foundational Skills suggestion reads: "Using the word cards you prepared in advance, help students sort words by the spelling of /k/. Place the cards under the appropriate headers." The materials cite the ELPS.

Amplify Grade 2
English Phonics Program Summary

Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English.

- In Skills Unit 5, Lesson 1, the materials state: "Introduce the words with spelling leaves along with an image for support. When creating the Spelling Tree, place an image next to each word. Using the home language and culture of English learners can connect them to the content. For example, providing the translation of Spelling Tree, *árbol de ortografía*, might help deepen students' understanding of adding leaves to the tree."

- The materials encourage strategic use of students' first language. The materials include family letters explaining the instructional objectives and/or homework in languages other than English. In grade 2 "Skills Planning Documents," the "Family Letter Español" states: "Ofrecemos recursos que se centran en las destrezas fundamentales de lectura en inglés para los estudiantes de Grados K-2. El programa de destrezas fundamentales está basado en estudios científicos para obtener resultados reales. El aprendizaje de la lectura con Amplify Texas es explícito, ya que enseña y ayuda con la práctica y el dominio de los 44 sonidos del idioma inglés y sus 150 formas de escritura; es secuencial, ya que permite que la fonética y las destrezas fundamentales de lectura se desarrollen en una secuencia de más fácil a más complejo, de manera que los estudiantes puedan dominar los conceptos antes de seguir adelante y de esta forma se tornen más independientes; y es divertido, ya que se practica con libros descifrables que contienen argumentos y personajes dinámicos, lo cual hace que los alumnos quieran aprender más."

- The materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English. The "Program Overview" mentions, "Materials can support any ESL, Bilingual, or Dual Language Immersion program and Spanish materials based on a combination of authentic and carefully transadapted texts." In the "Teacher Guide" and additional program materials, there are embedded supports for drawing connections between Spanish and English letter sounds. In Unit 1, the sidebar has this information: "Spanish-speakers may have difficulty pronouncing the /j/ sound. Explain that in English, the letters *j* and *g* can stand for the /j/ sound."

Amplify Grade 2
English Phonics Program Summary

Indicator 6.1

Materials provide guidance on fostering **connections between home and school**.

1	Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.	Yes
2	Materials provide specific strategies and activities for families to use at home to support students' learning and development	Yes
3	Materials contain resources to help teachers communicate with families in an ongoing manner regarding students' progress.	Yes

Not Scored

Materials provide guidance on fostering connections between home and school.

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. Materials provide specific strategies and activities for families to use at home to support students' learning and development. Materials contain resources to help teachers communicate with families in an ongoing manner regarding students' progress.

Evidence includes but is not limited to:

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.

- The materials inform families about the program and provide suggestions for how they can help support student progress and achievement. The materials include a "Family Welcome Letter" in the "Planning Documents" section that explains the program's vision—"A TEKS-aligned language arts curriculum in English and Spanish"; how it works—"Our approach to building background knowledge is based on three pillars: content specific materials, cumulative topics, and coherent design"; and the resources offered—"Resources that focus on English foundational reading skills for K-2 students (explicit, sequential, fun)."
- The "Program Overview" states, "Take-home reading encourages kids to practice their skills outside of class and keeps parents involved in learning."
- The materials inform families about the program. In Skills Unit 1, "Activity Book" Lesson 1.3 includes a family letter informing families about the reading program their student will be using: "The program is an innovative set of instructional materials. If your student attended our school in either Kindergarten or Grade 1, he or she probably used this program for reading instruction in those grades. The program consists of two types of instruction every day. The sixty-minute Knowledge Strand builds general knowledge, vocabulary, and other language skills."
- In Skills Unit 3, Activity Book Activity 7.3 informs the family member: "The words shown below contain the /oe/ sound (*road, toes, stroke*) and the /o/ sound (*hot, top*, etc.) Have your student read the words and tally how many times each spelling occurs in the boxes below. If you have time, also ask your student to use each word in a complete sentence."

Amplify Grade 2
English Phonics Program Summary

Materials provide specific strategies and activities for families to use at home to support students' learning and development.

- The materials provide specific strategies and activities for families to use at home to support students' learning and development. Students may take home word lists, flashcards, printed decodable texts, or letter cards. The "Introduction" section of each Skills Unit has a "Take-Home Material" section to encourage family involvement and student exposure to the material and several optional take-home "Activity Pages." Within the unit, Take-Home Material falls under a category, such as "Connect It" or "Spelling," and lists the Activity Page to be completed at home with a parent.
- The materials provide specific activities for families to use at home. Skills Unit 3, Activity Book Lesson 11.4 informs the family: "The spelling words for this week include the spelling alternatives *kn, wr, wh, qu* at the beginning of the words and the suffixes *-ing* and *-ed*. These words are challenging because students may try to spell them with more common spellings. For example, they might want to spell *whipped* as *wipped*, or *knotted* as *noted*. Please remember to practice the spelling words for five to ten minutes each night." The materials include word lists, flashcards, printed decodable texts, and fluency passages for students to practice at home.
- Skills Unit 6, Lesson 14, provides a letter home with guidance for decoding and encoding practice: "Dear Family Member, Please have your student: 1. Read aloud all of the words in the box. 2. Read aloud all of the sentences. 3. Then, ask your student to fill in the missing word in each sentence. Remind your student to read the sentences again to make sure the words they have written make sense." Words include *pizza, taxi, phone, polar, dollar, color, alphabet, head, bread, author, thread,* and *school*.

Materials contain resources to help teachers communicate with families in an ongoing manner regarding students' progress.

- The materials contain resources to help teachers communicate with families in an ongoing manner regarding students' progress. The "Planning Documents" include an "Independent Reading Facilitation Guide." Step Five of the guide is titled "Maintain Regular Communications with Parents, Guardians, and Other Adults," informing teachers: "It is essential to establish regular forms of communication with parents, guardians, and other important family members." The guide also contains ideas for the teacher to maintain communication with families, such as "sharing weekly updates on reading experiences, which could take the form of a letter or newsletter or could consist of a student-produced item, a report on the text they read in the previous week." It further suggests: "Alternatively, students could take their individual reading logs home for a family member to review. Send home a copy of Supporting Independent Reading at Home, found in Additional Resources, to help families start conversations about reading at home."
- The materials contain resources to help teachers communicate with families about student progress. A table is split into "Home Component" and "Bridging the In- and Out-of-Classroom Reading Experiences." The Home Component contains suggestions that help advise family members on creating a home environment that supports independent reading. The Bridging section contains opportunities for students to discuss their independent reading experiences.

Amplify Grade 2
English Phonics Program Summary

Indicator 6.2

Materials incorporate **technology** into the lessons **to enhance student learning**.

1	Digital materials are accessible and compatible with multiple operating systems and devices.	Yes
2	Digital materials support and enhance virtual and in-person instruction.	Yes
3	Digital materials enhance student learning and are not distracting or chaotic.	Yes

Not Scored

Materials incorporate technology into the lessons to enhance student learning.

Materials are accessible and compatible with multiple operating systems and devices. Digital materials support and enhance virtual and in-person instruction. Digital materials enhance student learning and are not distracting or chaotic.

Evidence includes but is not limited to:

Digital materials are accessible and compatible with multiple operating systems and devices.

- The digital materials are accessible and compatible with multiple operating systems and devices. The Terms of Use state: "The license to use the iOS Products under Section 3 above is limited to use (i) on iPhone, iPod touch, and iPad devices that you or your Organization own or control."
- The digital materials are accessible. In Skills Unit 2, regarding "Digital Components," the "Introduction" states that "throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page or prepare a chart to display, you may use the digital version on the program's digital components site."
- The digital materials are accessible. Skills Unit 5, Lesson 1, instructs the teacher to use Digital Component 1.1: "Create a blank version of the chart for Spellings for /u/ (Digital Component 1.1) on the board/chart paper, or use the digital version. Create two long branches to add to the /u/ Spelling Tree, for *o* and *ou*, and a much shorter branch for *o_e*. Prepare the following leaves for the /u/."

Digital materials support and enhance virtual and in person instruction.

- The materials support and enhance virtual and in-person learning by providing a digital "Hub" with a "Sound Library," a "Student Reader," and "Activity Books."
- The digital materials provide supportive instructions and guidance for teachers on using them. Each unit includes an "Introduction" section breaking down the parts of the unit for the teacher. The materials include a "Family Welcome Letter" in the "Planning Documents" that provides clear information regarding the program's vision, how it works, and the resources. Decodable readers, spelling cards, and a vowel-and-consonant flipbook are available digitally through the program as ancillary components.

Amplify Grade 2
English Phonics Program Summary

Digital materials enhance student learning and are not distracting or chaotic.

- The digital materials are not distracting or chaotic. The titles, headings, and subheadings are clear and easy to read and find. The content is organized in a logical and sequential progression. The design of the materials includes the appropriate use of white space. The white space around the text makes content easy to read and comprehend. The graphics support student learning and engagement.
- The digital materials enhance student learning. In Unit 1, Lesson 2, the Digital Component provides the story *The Campsite*, with a factual representative graphic of the main character at a campsite.
- In Unit 3, Lesson 4, the Digital Component provides a graphic representing syllable division of CVCVC words as a tug of war between /a/ with CV|CVC and *short a* with CVC|VC.
- In Unit 6, Lesson 6, the Digital Component provides a graphic of two spellings of /ea/ with branches for *ee* and *e*.