Publisher Name	Program Name
Institute for Multi-Sensory Education	*IMSE Comprehensive Orton-Gillingham Plus*

Subject	Grade Level
English Phonics	2

Texas Essential Knowledge and Skills (TEKS) Coverage: **100%**

English Language Proficiency Standards (ELPS) Coverage: **N/A**

Quality Review Overall Score: **198 / 340**

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	18 / 53
2. Progress Monitoring	16 / 28
3. Supports for All Learners	10 / 32
4. Phonics Rule Compliance	31 / 36
5. Foundational Skills	123 / 191

Strengths

- 2.2 Data analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to their progress and growth.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.
- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.
- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.

Challenges

- 1.1 Course-Level Design: Materials do not outline the TEKS, ELPS, and knowledge taught. They do not include suggested pacing, a rationale for unit order, or supports for unit internalization.
- 1.2 Unit-Level Design: Materials do not include a comprehensive unit overview, provide content knowledge and academic vocabulary for effective teaching, or include suggestions to support families in their students' success for each unit.
- 1.3 Lesson-Level Design: Materials do not include comprehensive, detailed lesson plans to meet language standards or lesson overviews listing necessary materials for lesson delivery.
- 2.1 Instructional Assessments: Materials lack a variety of unit-level assessments aligned to standards and objectives.
- 3.1 Differentiation and Scaffolds: Materials do not provide educators with guidance for differentiation or embedded supports for vocabulary.
- 3.2 Instructional Methods: Materials do not provide multiple types of student practice or teacher guidance on recommended structures.
- 3.3 Support for Emergent Bilingual Students: Materials do not provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, or support for emergent bilingual students.
- 4.2 Daily Instructional Sequence and Routines: Daily lessons lack opportunities for feedback and collaborative learning.
- 4.5 Progress Monitoring and Student Support: Materials do not provide guidance on determining the frequency of progress monitoring based on student strengths or accelerating learning based on student data.
- 5.B.1 Oral Language Development: Materials do not provide explicit and systematic guidance for developing oral language through diverse methods.
- 5.C.1 Alphabet Knowledge: Materials do not provide guidance for explicit instruction in uppercase letters.
- 5.C.2 Letter-Sound Correspondence: Materials do not provide teacher guidance for connecting phonemes to letters in words with explanatory feedback.
- 5.D.1 Phonological Awareness: Materials do not provide a systematic sequence for introducing phonological awareness, starting with simple skills and progressing to complex ones, offering explicit instruction with corrective feedback and diverse activities for practice or reinforcement aligned to grade-level TEKS.
- 5.D.2 Phonemic Awareness: Materials do not follow a systematic sequence for phonemic awareness, progressing from basic to complex skills, with explicit instruction and feedback, connecting phonemic awareness to the alphabetic principle.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials do not systematically introduce and provide

explicit instruction for regular high-frequency words.

- 5.E.4 Morphological Awareness: The materials do not include a systematic sequence for introducing grade-level morphemes as outlined in the TEKS nor does it provide a variety of activities to develop, practice, or reinforce encoding and decoding skills.

Summary

IMSE Comprehensive Orton-Gillingham Plus is an English phonics K–3 program. The program offers explicit and systematic instruction in phonics. It provides teacher guidance through scripted lessons and simple and repetitive routines and procedures for teachers to follow in every lesson. The program includes opportunities for students to develop phonics skills in isolation and in context with aligned decodable readers for each concept. Additionally, the program provides an intervention resource titled, *Interventions For All: Phonological Awareness,* with engaging activities and games for teachers to use to help build automaticity in students' phonological awareness skills.

Campus and district instructional leaders should consider the following:
- The product provides an approach to phonics instruction that moves from simple to more complex and includes a cumulative review of previously taught skills and practice throughout each lesson. However, the scope and sequence does not specifically align with the TEKS for each individual grade level, and the materials rarely provide opportunities for students to collaborate.
- While the product provides explicit teacher guidance and support, including scripted lessons, simple daily routines, and data-tracking and assessment tools, it does not provide guidance on progress monitoring students based on their strengths and weaknesses or how to accelerate learning after mastery of concepts.

Intentional Instructional Design

1.1	Course-Level Design	7/15
1.1a	[Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.](#)	**2/5**
1.1b	[Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).](#)	**0/2**
1.1c	[Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.](#)	**0/2**
1.1d	[Materials include guidance, protocols, and/or templates for unit and lesson internalization.](#)	**1/2**
1.1e	[Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.](#)	**4/4**

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

Evidence includes, but is not limited to:

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

- The materials include a year-long scope and sequence in the *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade 2)* resource. The scope and sequence detail the concepts taught, red words, card pack numbers, and corresponding decodable readers used for instruction. The scope and sequence cover twenty-six concepts. It outlines sight words called "red words" and decodable readers that sign with the concepts.
- The scope and sequence do not include the TEKS, ELPS, or knowledge. The materials do not reference the TEKS or ELPS in the lesson materials.

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

- The *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade 2)* provides suggestions on pacing lessons by the minutes allotted for phonics instruction. The materials state, "Below are guidelines for implementing IMSE's approach for 90 minutes or 30 minutes, depending on whether it is being used as the curriculum or as a supplement to a current curriculum." The materials provide a sample calendar for pacing a week with thirty and ninety minutes of phonics instructional time. The materials do not include a pacing calendar for the whole year.
- The IMSE "Assessments" section of the *Assessment Guide* suggests using the initial assessment to determine the starting concept for the individual or class.
- The materials do not include instructional calendars referring to any number of instructional days.

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

- The *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2)* explains that the phonics concepts taught systematically move from simple to more complex. The guide does not explain the rationale of unit order or how concepts to be learned connect throughout the course. However, it does explain the order of the scope and sequence. For example, the guide explains that factors such as "frequency of the concepts, the type of sound, and similarities in the written features of the graphemes" influenced the order of concepts.
- The *Comprehensive Orton-Gillingham Plus Teacher Training Manual* explains how concepts learned in second grade build off skills acquired in first grade. Under the section "Level 2 (Grade 2): Recommended Guidelines," it states, "Level 2 Initial Assessment should be given at the beginning of grade 2 because the concepts in Level 2 Initial (m-basic contractions) are taught in grade 1. Grade 2 students should be given Level 2 Initial to ensure mastery of those concepts."

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

- The materials include a blank lesson template called *Comp OG+* "Weekly Lesson Plan Template" on the digital platform. The template lists each component and the day of the week it occurs, the anticipated time of completion, materials needed, and a checklist of essential ideas.
- The materials do not include guidance, protocols, and/or templates for unit internalization. The IMSE *Comprehensive OG+* "Blue Teacher Reference Flip Chart" includes every instructional routine and a sample script. Teachers use the sample script and change the concept within the routines. There are sample scripts for the three-part drill, teaching letter formation, decodable readers, and learning a red word.

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

- The materials include resources to support administrators and instructional coaches in implementing the materials as designed. They include IMSE *Comprehensive OG+* "Fidelity Checklists for Admin and District Instructors" on their digital platform.
- The materials include guidance to support administrators and instructional coaches with implementing the materials as designed. They include "Asynchronous Course: Administrator's *Comprehensive OG+* Course" to support administrators and district literacy coaches to gain the information needed to support educators as they implement IMSE *Comprehensive OG+*.

Texas Instructional Materials Review and Approval (IMRA)
Institute for Multi-Sensory Education, *IMSE Comprehensive Orton-Gillingham Plus*, English Phonics, Grade 2

Intentional Instructional Design

1.2	Unit-Level Design	0/4
1.2a	Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	0/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	0/2

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

Evidence includes, but is not limited to:

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

- Materials do not include comprehensive overviews that provide the background content knowledge necessary to teach the unit concepts effectively. However, they include a "Notes" section before each lesson that provides background knowledge on blends and accurate pronunciations of sounds found within the lesson.
- The materials do not include comprehensive overviews that provide the academic vocabulary necessary to effectively teach the unit concepts. The materials do define academic vocabulary in the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*. The manual is not grade-level specific and provides general terms used across all grade levels. For example, the "At a Glance: Five Parts to Orton-Gillingham" section defines terms used throughout each module, such as *arm tapping* and *belly sounds*.

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

- The materials provide a letter to parents in both Spanish and English that outlines the program structure and the research behind the program in the *Comprehensive Orton-Gillingham Plus Teaching Training Manual*. The letter explains the creation of the phonics program. It states, "It is a multi-sensory program that will enable students, by direct instruction, to review, learn new concepts, practice, and apply what they are learning." The letter also outlines their methodology utilized for over fifty years and how the program benefits all students by offering a "hands-on, systematic, structured, sequential, cumulative, and success-oriented multi-sensory learning program." However, the materials do not provide parent support for each unit or suggestions on supporting student progress.

- The materials provide a digital resource website with general information and support to help students learn to read at home. A phonological awareness screener, videos on components of reading, games, and blogs are examples of free resources provided. The website does not provide unit-specific support and is only available in English.

Intentional Instructional Design

1.3	Lesson-Level Design	11/34
1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.	**9/30**
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	**1/1**
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	**0/2**
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	**1/1**

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

Evidence includes, but is not limited to:

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

- The *Teacher Guide* organizes the lesson plans by component and aligns them with the lesson concept. Under each component heading, the materials needed for the tasks are listed.
- The "Word Dictation" section in the comprehensive, structured, detailed lesson plans includes clear tasks for the teacher to follow that align with the content standard. For example, the Concept 16 lesson plan explicitly directs how students complete the word diction for all five days. It breaks down the words to practice each day, and they align with the concept of change *y to i*. These words include *cried*, *fries*, *copied*, *ladies*, *employed*, *delayed*, *studied*, *puppies*, *dried*, *played*, *hurried*, *babies*, *emptied*, *tried*, and *stayed*. The dictation serves as an assessment of whether students have progressed on the concept.
- The *Comprehensive+* "Blue Teacher Reference Flip Chart" provides all the routines that provide instructions for the teacher and the students. For example, the "Learning a Red Word" routine has 12 steps. These steps include the teacher saying the word, followed by the teacher and the student determining the number of sounds in the word using tokens. Ultimately, the

students will write the word in isolation as the final step. The lesson plans include a list of materials and script for the "Red Word" activity.

- Materials do not include daily objectives or questions on the lesson plans that meet the content and language standards of the lesson. The lesson plans display the concept taught, such as "Concept 64: Vowel Team (Diphthong) *ou, ow* /ou/ (out, brown)." The materials provide suggested areas where teachers could ask questions but do not provide direct, scripted questions.

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

- The materials provide suggested timing for each lesson in the "Guidelines for Lesson" section of the *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade 2)*. The recommended timing includes the option for a 90-minute or 30-minute instructional block. The resource states, "Below are guidelines for implementing IMSE's approach for 90 minutes or 30 minutes, depending on whether it is being used as the curriculum or as a supplement to a current curriculum." The components of the lesson include a three-part drill, phonological awareness, teaching a new concept and syllable division, word and sentence dictation, red words, decodable reader, fluency, language comprehension, and written expression.
- The teacher guidance materials also include a table suggesting how much time to spend on each component weekly. The time is listed in parentheses next to the activity on the sample lesson plan. For example, the teacher should plan the three-part drill for ten minutes at least three times a week.

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

- The *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade 2)* includes a lesson overview with literature ideas, object ideas, notes, the corresponding card pack, and the decodable reader number. The overview does not include the materials needed in the lesson.
- The materials list the teacher and student materials under each component title throughout the lesson. For example, in Concept 58, the "Teaching a New Concept" section lists the needed materials, which include a "concept card, screen, green crayon, object, sand, decodable readers, literature, P/G chart." The materials do not specify whether they are for teacher or student use.

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

- The materials include extension activity options at the end of each lesson in the *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade 2)*. For example, the Concept 74 lesson plan includes an extension option for students to engage in contraction

surgery. Several lessons suggest visiting IMSE's Orton-Gillingham's Pinterest page to find more ideas on extending the lessons.

- The *Teacher Guide Book* includes daily homework suggestions, such as assigning rapid word charts, decodable readers, or studying weekly red words.

Progress Monitoring

2.1	Instructional Assessments	12/24
2.1a	Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	6/12
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	2/2
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	2/2
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	0/6
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	2/2

The materials include a variety of instructional assessments at the lesson level (including diagnostic, formative, and summative) that vary in the types of tasks and questions. Materials do not include a variety of instructional assessments at the unit level (including diagnostic, formative, and summative) that vary in the types of tasks and questions. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Materials do not include diagnostic, formative, and summative assessments that are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

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

- The materials include a variety of assessment tools for measuring reading skills, such as diagnostics, summative assessments, and formative assessments at the lesson levels that vary in types of tasks and questions located in the *Comprehensive OG Plus Assessment Manual*. For example, in the diagnostic assessment, students write the letter(s) that make the sound the teacher states, dictate sight words and sentences, and read sight words and sentences. Also, in the formative assessments, students write dictated sentences and then use the CUPS checklist to edit the sentences.
- The materials provide an outline for formative assessment opportunities for teachers to administer throughout weekly lessons in the *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade 2)* under the section "Guidelines for Lessons (advanced)." These assessments include a variety of tasks, such as encoding with "Red Word" assessments, assessing comprehension with decodable readers, and tracking fluency in decodable readers.

- The materials include formative assessments to determine student application of phonological skills at the end of units. For example, in *Student Spelling Book C*, after students learn concepts *scr, str, spl, squ, str*, and *thr*, they write words with those sounds to apply their knowledge.
- The materials do not section the lessons into units. They do not provide unit-level assessments.

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

- The "Types of Assessment" section in the *Comprehensive Teacher Assessment Manual* includes the definitions and purposes of screening assessments, diagnostic assessments, norm-referenced assessments, criterion-referenced tests, outcome assessments, and progress monitoring pieces. The materials also define key terms such as *reliability*, *standardized administration*, *validity*, and *norm referencing*. The manual states, "Diagnostic assessments measure specific skills, like phonological awareness, decoding, oral reading skills, spelling, and writing."
- The *Assessment Manual* also provides the purpose of administering the Level 2 Initial Assessment. The materials explain that the "Level 2 Initial Assessment should be given at the beginning of second grade because the concepts in Level 2 Initial are taught in first grade. Second-grade students are given Level 2 Initial to ensure mastery of those concepts." This assessment provides data to guide instruction and intervention.
- The *Phonological Awareness Training Manual* provides definitions for the various assessments, including the "Phonological Awareness Screening Assessment," "Rapid Automatic Naming Assessment," and "IMSE's Beginning Reading Skills Assessment." For example, the manual states, "The PAST is an informal, diagnostic, and screening assessment tool used to determine phonological sensitivities and phonemic awareness difficulties."
- The materials define the assessments as intended for informing instruction and guiding instructional decisions in the "Types of Assessment" and "IMSE Assessment" sections. The materials state, "The primary purpose of these assessments is to document whether or not a student is meeting benchmarks in phonics. Students who fall below the benchmark can be identified and given additional support. The secondary purpose of these assessments is to determine a starting point for instruction when working with students in tiers two and three. In addition, these assessments can be used as formative assessments in tiers two and three."

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

- The materials include step-by-step guides on conducting assessments in the *Comprehensive Teacher Assessment Manual*. The "Level 2 Classroom Assessment Procedures" section provides the teacher with a bulleted guide on administering the "Level 2 Benchmark Assessment." For example, it states," The teacher orally presents the sounds on p. 48 while the students use p. 23 (or other grade-appropriate paper) to write known graphemes

representing the dictated sounds. For sounds with multiple spellings, tell students to write all the ways they know how to spell this sound on one line."

- The assessment manual also provides bulleted lists for teacher actions and an "Instructor Recording Sheet" assessment page with a key to guide teachers in annotating student responses. For example, teachers will notate "m-mastery," "i-incorrect letter formation," or "p-incorrect phoneme or grapheme."

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

- The diagnostic, formative, and summative assessments in the *Assessment Guide* align with phonics concepts outlined in the *Comprehensive Orton-Gillingham Plus Teacher Guide Book (Grade 2)* table of contents. Concepts and knowledge, rather than TEKS, organize the materials.
- The materials provide various assessments, such as the "Rapid Automatic Naming," "Red Words Assessments," informal spelling inventory, and "Beginning Reading Skills Assessment." However, the assessments are not aligned with the TEKS and objectives of the course, unit, or lesson.

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

- The materials provide instructional assessments for each grade level in the *Comprehensive Teacher Assessment Manual* which include standards-aligned items at varying levels. The "IMSE Texas Crosswalk Alignment" document demonstrates this.
- The materials provide instructional assessments in the *Assessment Guide* and within the lessons, which include varying levels of complexity. For example, each grade level has an initial, midterm, and summative assessment, and these assessments increase in rigor after grade 2.
- The materials include a variety of informal assessments in the *Teacher Guide* that give teachers in-the-moment feedback on student learning. For example, in the word dictation routines, students are asked to segment words into phonemes and then write the word. Teachers also assess sight word dictation, sentence dictation, and fluency.

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Texas Instructional Materials Review and Approval (IMRA)
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Progress Monitoring

2.2	Data Analysis and Progress Monitoring	4/4
2.2a	Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.	2/2
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	1/1
2.2c	Materials include tools for students to track their own progress and growth.	1/1

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

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

- The materials guide teachers on how to interpret student performance on assessments and reflect on levels of understanding and proficiency. For example, the *Phonological Awareness Manual* details levels of phonological awareness at various grade levels and provides guidelines for direct instruction of phonological awareness. It also provides guidance, such as using activities related to the section where students miss two or more questions. This resource provides activities to use with students based on data collected from the assessment progress report.
- The materials provide a table for teachers to track student progress as they learn various phonics skills in the *Assessment Guide* and give a baseline for determining which students need interventions. The resource states, "Students who score less than 80% on a benchmark assessment can be considered at-risk or below proficiency. These students may need additional testing and should receive additional instruction on the concepts missed."
- The materials provide guidance for responding to student performance in the "Recommendations for Student Support After Initial Assessment" section of the *Assessment Guide*. The guidelines recommend that teachers review missed concepts during the first week. They state, "Continue to cover these concepts heavily during the Three-Part Drill. Then, begin instruction on grade-appropriate content."

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

- The Zgonc "Interventions for All" *Phonological Awareness* book provides activities to use in response to student assessment results on the "Phonological Awareness Skills Assessment." The materials provide guidance on starting with the section where students missed two or more questions. The materials provide Tier 1, Tier 2, and Tier 3 activities for each skill. They recommend starting with Tier 2 activities if skills are appropriate for the grade level. The materials provide a chart to show when students should master each skill.
- The materials suggest tasks and activities to use with students in response to instructional assessment data in the *Comprehensive Teacher Training Manual*. For example, teachers can use "Reader's Theater" as a "creative and entertaining way for students to improve fluency and comprehension and provide opportunities for necessary oral reading practice."

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

- The materials provide students with a chart to track the words they read correctly with automaticity after each lesson in *Student Reading Book C*. Students record the words correct or word correct per minute after reading the provided text. Each word list or text provides five opportunities to record a score.

Supports for All Learners

3.1	Differentiation and Scaffolds	2/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	0/3
3.2b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	0/2
3.1c	Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	2/3

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

Evidence includes, but is not limited to:

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

- The materials do not include teacher guidance for differentiated activities or paired (scaffolded) lessons for students who have yet to reach proficiency on grade-level standards. The *Teacher Training Manual* defines differentiation as "changing the pace, level, or kind of instruction you provide in response to individual learners' needs, styles of interests." It further explains that teachers can pre-assess and match learners with appropriate activities according to readiness but does not give specific activities on how.
- The materials provide teacher guidance for differentiated instruction for students who have yet to reach proficiency in the "Multi-Tiered Support System (MTSS)." This resource provides guidelines for the length of literacy instruction for each intervention tier. For example, Tier 1 is "Literacy instruction for 90-120 minutes daily." For Tier 2, the materials state, "The goal is to catch students up to grade level with instruction three to five days per week for 30-45 minutes in addition to core instruction." The materials define Tier 3 as "intensive reading instruction given 45-60 minutes daily in addition to the core instruction."
- The materials do not include teacher guidance for differentiated activities or scaffolded lessons for students who have yet to reach proficiency on grade-level proficiency on grade-level content.

- The *Comprehensive Orton-Gillingham Plus Teacher Training Manual* outlines general needs and definitions for differentiated instruction under the sections "Multi-Tiered Support System (MTSS)," "Dyslexia," "Students with Disabilities," "English Learners (ELs)," "Meeting the Needs of All Learners," and "Adaptations and Assistive Technology." Still, it does not provide teachers with guidance or materials to supplement students yet to reach proficiency.

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

- The materials do not include specific pre-teaching of unfamiliar vocabulary but embed vocabulary instruction into the lessons. For example, the *Teacher Guide Book (Grade 2)* includes defining the red word or sight word as step five in the "Teaching a New Red Word" routine.
- The materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in text. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2),* under the section "Fluency, Vocabulary, and Comprehension" in Concept 51, teachers are directed to "Incorporate vocabulary into your literacy lessons daily/weekly (minimum 50 min/week) by choosing 3-5 appropriate tier two words (can pull from rich literature or decodable readers)," but there is no teacher guidance on pre-teaching the words.
- The materials include recommendations for vocabulary words within each decodable reader. For example, in *Book 52,* the recommended vocabulary words are *chinchilla* and *constant,* but the materials do not provide guidance or support in teaching these words.
- The materials include red words for every decodable reader. The teacher guide states, "Teach the words through explicit, direct instruction using student-friendly definitions, word webs, vocabulary charts, illustrations, and other activities."

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

- The materials provide a bulleted list with supplemental materials to extend their knowledge of learned concepts in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2)* under the section "Extension Activity Ideas." For example, in "Concept 59: Schwa," the suggested extension activities are to gather pictures to represent a variety of multisyllabic words that contain the schwa sound, create a picture of schwa with example words, or have students create a short story about schwa and how it changes the unexpected vowel sound.
- The materials do not include guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills. For example, while the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2)* materials provide differentiated instruction for different types of learners (e.g., auditory, kinesthetic, visual, etc.), they do not include guidance for teachers to support students who have already demonstrated proficiency before teaching the lesson.
- The materials offer enrichment activities in the *Teacher Guide Book*. The resource states, "For an extension activity, have students choose three to four mastered Red Words and

incorporate them into a creative writing activity. Students can also play a matching game with learned Red Words and armtap the match."

Supports for All Learners

3.2	**Instructional Methods**	**8/13**
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	**6/6**
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	**2/4**
3.2c	Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	**0/3**

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include guidance and recommendations for effective lesson delivery using a variety of instructional approaches. Materials do not include teacher guidance and recommendations for effective lesson facilitation using a variety of instructional approaches. Materials do not support multiple types of practice (e.g., guided, independent, collaborative) or include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

Evidence includes, but is not limited to:

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

- The materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly in the *Teacher Guide B (Grade 2)* lessons. For example, "Teaching a New Concept" outlines teacher actions (T) and student actions (S) in thirteen steps.
- The materials include instructional routines with clear headings and labels to support the different components of a lesson. The *Teacher Guide Book (Grade 2)* includes lessons for each concept outlined in the "Scope and Sequence." Each lesson opens with object ideas, literature ideas, and "Notes" for the teacher. The lesson consists of eight components: "Phonological Awareness," a "Three-Part Drill," "Teaching a New Concept," "Word Dictation," "Sentence Dictation," "Weekly Red Words," "Syllabication," "Fluency," "Vocabulary," and "Comprehension."
- The materials include a "Teacher Reference Flip Chart" that provides sample scripts for each routine component, such as the "Three-Part Drill," which includes visual, auditory/kinesthetic, and blending steps. The script for the visual step instructs the teacher to display cards randomly while students say the corresponding sounds.
- The materials include prompts to support the teacher in explaining concepts directly. For example, the *Grade 2 Teacher Guide* explains, "This vowel team is a diphthong. *Di* means two, and *phthong* means sound. A diphthong starts in one manner of articulation and glides into another."

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

- The lessons in the *Teacher Guide Book (Grade 2)* provide recommendations for effective lesson delivery using a variety of instructional approaches and tasks that allow students to practice phonics concepts through visual, auditory, and kinesthetic methods. Each lesson has a "Three-Part Drill" where they practice previously taught phonics concepts in a visual, auditory, and kinesthetic manner. In the visual part of the drill, teachers show a card with the letter, and students make the sound. For the auditory/kinesthetic portion, students write the letter(s) of the sound(s) they hear with either a green crayon or sand. The drill also incorporates a blending part where teachers build words, and students say the sound for each letter and then blend. The lessons incorporate other components, including tapping sounds, holding vowel tents, utilizing tokens to represent sounds, dictation, and reading decodable readers.
- The materials include instructions to support the teacher in delivering effective lessons. For example, the *Teacher Guide Book* provides a sample script for one-syllable word dictation.
- The materials include recommendations to support the teacher in providing effective lesson facilitation through various engaging instructional strategies. For example, the *Teacher Guide Book* recommends extension activity ideas facilitated by the teacher.
- Materials include teacher guidance and recommendations for effective lesson delivery using more than two instructional approaches but do not include guidance and recommendations for facilitation. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*, under the section "Instructional Method," the materials explain that "Reciprocal teaching can be done whole class, small group, or one-on-one using the four reciprocal teaching strategies: predicting, questioning, clarifying, and summarizing." This section explains how students will be taught the strategies explicitly for continued use in whole group, small group, and/or partners. However, the lessons do not incorporate teacher facilitation of this process; the lessons only include direct teaching.
- The materials include teacher guidance and recommendations for effective lesson delivery using more than two instructional approaches. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*, under the section "About this Manual," the materials provide a rationale for the use of a variety of instructional approaches, including "visual, auditory, and kinesthetic learning pathways."

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

- The materials include guided instructions for teachers to use the routines in the "Teacher Reference Flip Chart." These instructions present as a sample script detailing teacher and student actions. However, the routines are not clearly labeled as modeled, guided, or independent, nor do they specify a recommended structure.

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- The materials provide guided instructions for teachers to teach the routines necessary to implement practice effectively. The "Procedural Reference Flip Charts" provide explicit instruction for daily routines.
- The materials do not include guidance for teachers to support effective implementation, support multiple types of practice, and do not include recommended structures to support effective implementation. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2)*, within each concept lesson, the materials provide teachers with step-by-step directives and scripts on how to facilitate each lesson component. However, the materials do not provide opportunities for students outside of direct instruction.
- The *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2)* gives students ample opportunity to engage in guided practice. Still, there are very few opportunities for them to engage in collaborative or independent practice.
- The *Comprehensive Orton-Gillingham Plus Teacher Training Manual* often refers to multiple types of practice (whole group, small group, independent). However, the lessons do not consistently distinguish between these types of practices.

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Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The materials do not provide teacher guidance on providing linguistic accommodations for various levels of language proficiency to engage students in increasing academic language. However, they include generic tips in the *Comprehensive Orton-Gillingham Plus Training Manual*.
- The English Learners section in the manual provides general guidance and considerations that apply to all lessons. For example, when teaching sight words, it suggests that teachers emphasize the expected and unexpected sounds and highlight any sounds in the word that may not exist in a student's native language.

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

- The materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The materials do not explicitly reference the ELPS or include information related to state-approved ESL and bilingual program models.
- The *Teacher Training Manual* provides information for teachers of emergent bilingual students, such as considerations for seven components or instructional routines titled "EL Considerations for Vowel Intensive," "EL Considerations for Teaching a New Concept," "EL Considerations for Teaching RED Words," "EL Considerations for Syllabication," "EL Considerations for Fluency," "EL Considerations for Teaching Vocabulary," and "EL Considerations for Teaching Comprehension."

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

- The materials do not include embedded guidance to support emergent bilingual students. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2)*, the materials include an EL Considerations for Teaching a New Concept section. This section provides teachers with guidance on differentiation considerations they may need to make for their EL students. However, these are an overview of ideas not elaborated on throughout each lesson.
- The lesson plans in the *Teacher Guide Book (Grade 2)* provide guidance on building vocabulary and incorporating oral language comprehension, but they do not provide specific strategies for emergent bilingual students.
- The *Teacher Training Manual* provides general guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse. The lessons do not embed this information.
- Materials do not include embedded guidance to support emergent bilingual students. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*, under section EL Considerations for Teaching Vocabulary, the materials highlight that "Explicit instruction on cognates can serve as an important semantic resource for ELs and enables them to utilize native language knowledge to facilitate English vocabulary development." However, the materials do not provide support to guide teachers on necessary words.

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

- The *Teacher Training Manual* provides general overview information for teachers of emergent bilingual students, such as considerations for seven components or instructional routines titled "EL Considerations for Vowel Intensive," "EL Considerations for Teaching a New

Concept," "EL Considerations for Teaching RED Words," "EL Considerations for Syllabication," "EL Considerations for Fluency," "EL Considerations for Teaching Vocabulary," and "EL Considerations for Teaching Comprehension." The materials do not include opportunities to address metalinguistic transfer from English to the partner language.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include systematic and sequenced instruction of phonics. The lessons follow a progression from simple to complex, gradually building upon the foundational skills that students need to be able to read more complex words throughout the year. For example, the grade 2 "Scope and Sequence" in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2)* begins with teaching the phonics rules, such as three consonant blends, *r*-controlled vowels, diphthongs, and syllable types. Then, it progresses to more complex rules, such as other uses for silent *e*, other *r*-controlled combinations, vowel teams, silent letters, and homophones.
- The materials include systematic and sequenced instruction of foundational skills in the *Comprehensive Teacher Assessment Manual* under the "Level 2 (Grade 2) Recommended Guidelines" section. The guidelines explain that grade 2 students should take the "Level 2 Initial" assessment to ensure mastery of grade 1 concepts to help guide instruction and intervention. The materials state that after "Level 2 Assessments," general education teachers can review missed concepts for one week and continue with second-grade content. Teachers can teach more complex skills before the midterm and summative assessments later in the year.

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

- The materials include explicit and intentional daily opportunities for phonics through lessons and routines found in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2)*. For example, in the "Teaching a New Concept" section of Concept 58, the teacher shows students a new concept card and states the phonics focus is beginning blends with three sounds or trigraphs. The teacher continues by stating, "*scr-*" says */skr/*" and students repeat. Teachers then continue with other blends: *shr-, spl-, spr-, squ-, str-, thr-*.
- The materials include explicit and intentional daily opportunities for phonics skills as students begin applying learned skills with decodable readers. This instruction starts with the first lesson, Concept 58, and continues throughout the remaining lessons. Each reader aligns with scope and sequence with target vocabulary and red/irregular words for fluency and comprehension.
- The materials include daily opportunities to explicitly teach and provide practice in phonics in each lesson located in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2)*. For example, every lesson begins with phonological awareness and reviewing previously taught skills. Then, students learn the new phonics skill and apply it through reading a decodable reader and a dictation routine.
- The materials also provide specific guidance on how much time to spend on each phonics lesson component daily. For example, the "Guidelines for Lessons" section of the *Teacher Training Manual* recommends allocating 10 minutes for the "Three-Part Drill," 10 minutes for "Phonological Awareness," 25 minutes for "Teaching a New Concept," 10 minutes for "Word and Sentence Dictation," and 15 minutes for "Decodable Reader."

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

- The materials include the practice of phonics skills in isolation. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2)*, under the section "Teaching a New Concept," teachers show students the concept card for *scr-, shr-, spl-, spr-, squ-, str-, thr-* and guide students through decoding and encoding the consonant blends and digraphs in Concept 58.
- Materials include the practice of phonics skills in decodable texts. For example, in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2)*, under the section "Guidelines for Lessons (advanced)," the materials include an outline of how students use decodable readers. For example, Book 55 includes the phonics concept *Bossy R*: *ur* and includes sight words *a, all, far, for, from, good, have, one, or, out, pizza, put, said, the, to, too, use, want(ed), was, what, who,* and *would*. Students highlight the words with the new phonics concept before they read the book. Students read the decodable book daily and get a clear copy to read on Friday.

Materials include opportunities for cumulative review of previously taught skills.

- The materials include opportunities for cumulative review of previously taught skills. For example, in the *Comprehensive Plus Orton-Gillingham Teacher Training Manual*, under the section "Orton-Gillingham at a Glance," the materials express that the "Three-Part Drill" and "Vowel Intensive" serve as review sections for all phonetic concepts known or previously taught and express that this routine always precedes the introduction of a new phoneme or rule.

- The materials include opportunities to review previously taught concepts by connecting previously taught concepts to new ones. For example, the *Grade 2 Teacher Guide* book reviews concepts and states, "After teaching the first 65 concepts, the following words and sentences may be utilized for review. Teachers can dictate a different list (A, B, C, or D) and three sentences each day of the review. Teachers can spend up to a week on review if needed. If a review is not needed, this page can be skipped or partially utilized."

- The materials include a cumulative review through the dictation routines. For example, Concept 59: *Schwa* (bacon) provides five schwa words for dictation each day of the week. Examples of these words include *bacon*, *extra*, *asleep*, *item*, and *soda*. Teachers review prior words on days four and five or use optional schwa concept words. The materials also provide 10 dictation sentences, including schwa concept words and previously taught sight words. For example, students encode, "We will fry some bacon in a pan."

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Phonics Rule Compliance

4.2	**Daily Instructional Sequence and Routines**	5/8
4.2a	[Daily lessons include explicit (direct) instruction with teacher modeling.](#)	**1/1**
4.2b	[Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.](#)	**1/3**
4.2c	[Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.](#)	**3/4**

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

Evidence includes, but is not limited to:

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

- The materials provide daily phonics lessons in the grade 2 *Comprehensive Orton-Gillingham Plus Teacher Guide*, including explicit teacher modeling before students practice the phonics skill independently. For example, the teacher models a new concept in "Concept 71: Bossy *R: ar (farm)*" by stating the letters that say */ar/*. The students then repeat the rule and practice the rule in isolation by brainstorming words to follow the rule.
- The lessons include specific and precise terms, phrasing, and statements that teachers can use daily during core instruction to model new phonics skills in the grade 2 *Comprehensive Orton-Gillingham Plus Teacher Guide*. For example, in the "Concept 61: Bossy *r"* lesson, a teacher script states, "(T) Show the new concept card. (T) Tell students that we will learn a new concept today: another Bossy *R*. (T) State "ir" says */er/*."

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

- The daily lessons include opportunities for direct and explicit guided instruction. For example, in the grade 2 *Comprehensive Orton-Gillingham Plus Teacher Guide*, teachers follow explicit steps under the "Teaching a New Concept" section. Concept 63 provides a lesson script, such as, "(T) Show the new concept card(s). a.(T) Tell students that we will learn a new concept today. We will learn about a vowel team called a diphthong. A diphthong sound starts in one position and changes, or glides, into another position. b.(T) State "oi" says */oi/*, and "oy" says */oi/*."

- Daily lessons do not include opportunities for immediate and corrective feedback. The materials provide sentence starters for students who make mistakes in the "How to Handle Miscues" section of the *Comprehensive Orton-Gillingham Plus Teacher Training Manual*. For example, the materials provide the sentence stem, "I can see why you think this because..." The materials do not provide embedded suggestions on feedback within the daily lessons.

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

- Daily lessons include a variety of opportunities for students to practice independently during whole-group instruction. Students apply the phonics rules independently through the dictation routine and reading the decodable reader. For example, after students learn about bossy *r* in the Concept 61 lesson, they highlight bossy *r* words before reading them in the decodable reader. Students also practice encoding bossy *r* words. For example, on Day 1, students encode *dirt*, *shirt*, *chirp*, *birdbath*, and *circus* as the teacher dictates each word.
- The materials include one opportunity for students to work in collaborative centers. The materials provide "OG+ Encoding and Decoding Center Activity Set - Grade 2" for students to use in the centers. The materials only include one opportunity during the daily lesson for students to work collaboratively.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include cumulative review practice throughout the curriculum. For example, every lesson in the *Comprehensive Orton-GIllingham Plus Teacher Guide (Grade 2)* consists of a "Word Dictation" routine that prompts teachers to "Review prior words" on days four and five. The "Sentence Dictation" also incorporates concepts previously taught in phonics. For example, in Concept 73, students learn about vowel team *aw* and encode the sentence, "The meat was raw, so we did not eat it." Students practice skills such as digraph *ea* from grade 1.
- The *Comprehensive Orton-GIllingham Plus Teacher Guide (Grade 2)* includes intentional practice and a review of decoding and encoding using previously learned and newly learned phonics skills throughout the year. For example, the daily lessons include the "Three-Part Drill," where students review phonics skills visually, auditorily/kinesthetically, and through blending. The "Three-Part Drill" is detailed with a sample script in the "Teacher Reference Flip Chart." The drill has three main components. The teacher shows the phonics card while students say the sound(s). The teacher says the sound, and students repeat it while writing the letters in the sand tray. The teacher lays out cards, and students say the sound for each letter, then blend them into a syllable. Students determine if it's a real word or not.

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

- The materials provide practice opportunities, including only previously taught phonics skills. For example, students learn bossy *r: ur* in Concept 62. On day 1 of the lesson plan, students encode the words *burn*, *turn*, *fur*, *disturb,* and *burlap*. Students use their knowledge of consonants and short vowels from grade K.

- The *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2)* lessons include the "Three-Part Drill" routine, which allows students to practice previously taught phonics skills. The materials provide a table of letters or words within each concept teachers select from to review. The words are sorted by short vowels and include suggestions for VC and CVC practice. For example, the materials suggest practicing *a*, *ag*, *ap*, *ab*, *lat*, *cad*, and *zan*. Students determine if the word is real at the end of the routine.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The decodable texts only include taught phonics skills and irregular high-frequency words or red words. For example, after an explicit lesson on *igh*, grade 2 students read the decodable text *Twilight Nightmare*. This book only contains phonics elements explicitly taught. These high-frequency words are outlined on the back cover of the decodable reader and in the "Quick Links" at the beginning of the *Decodable Reader Bundle C*.
- The materials provide specific guidance on which decodable texts to use for cumulative practice after each lesson. At the beginning of *Decodable Reader Bundle C*, the "Quick Links" list includes a chart that aligns the reader's title with the phonics concept and any red words or irregular high-frequency words.
- The materials provide decodable texts that incorporate the cumulative practice of taught phonics skills as they increase in complexity. The readers only include taught phonics skills. For example, at the beginning of grade 2, decodable texts include the wounds containing the concepts of bossy *r* and schwa. Towards the end of grade 2, decodable texts include more complex patterns, including silent letters and homophones.

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

- The materials include lessons with an instructional focus and opportunities to practice in isolation. After explicit instruction on a sound-spelling pattern in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2)*, students practice encoding words that include that sound-spelling pattern in isolation. For example, in Concept 38 (doubling rule), students write the words *shopped*, *grinning*, *running*, *spotted*, and *dropped*.
- The materials include lessons with an instructional focus and opportunities to practice with connected text. After explicit instruction on a sound-spelling pattern in the *Comprehensive Orton-Gillingham Plus Teacher Guide (Grade 2)*, students practice decoding words that include that sound-spelling pattern in connected text. For example, in Concept 68: Other Uses for Silent *e*, students read the decodable text, *A Day in Central Park*. Students read words with silent *e,* such as *give*, *white*, and *have*.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include various developmentally appropriate diagnostic assessment tools to measure phonological awareness and phonics skills detailed in the *Comprehensive Teacher Assessment Manual*. For example, the materials include "Level 2—Initial Assessments," which track the student's mastery of phonics sounds.
- The *Phonological Awareness Manual* includes the "Phonological Awareness Screening Assessment," which is "an informal, diagnostic, and screening assessment tool used to determine phonological sensitivities and phonemic awareness difficulties." It also includes a "Rapid Automatic Naming Assessment," which "provides information about the ability to efficiently and accurately access phonological information stored in long-term memory, an underlying ability that supports the development of automaticity and fluency in reading."

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

- The *Assessment Guide* provides clear, consistent directions for assessments. The guide supports the formal assessment tool by offering an overview of the assessment, step-by-step guidance for administering each measure, and information to help teachers understand the benchmarks. Materials provide scripts with teacher and student actions to ensure the administration is consistent and standardized across examiners. For example, "Level 2: Classroom Assessment Procedures" states, "The teacher orally presents the sounds on p. 48 while the students use p. 23 (or other grade-appropriate paper) to write known graphemes representing the dictated sounds. For sounds with multiple spellings, tell students to write all the ways they know how to spell this sound on one line."

The materials include guidance for the administration of instructional assessments. The *Phonological Awareness Manual* explains, "To administer the Rapid Automatic Naming Assessment, the administrator will need a score sheet for each student, the rapid naming color sheet, and a timer. Follow the directions on the scoring sheet. Directions intended to be read aloud to the students are in italics." The materials provide a bulleted list of guidelines for administering the "Rapid Automatic Naming (RAN) Assessment."

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

- The materials include progress monitoring tools that systematically and accurately assess students' acquisition of grade-level skills. For example, the directions page in *Student Reading Book C* states, "Teacher will use Student Reading book to note trials and progress." Students read the word and sentence lists, correlating with the weekly lessons. The teacher calculates the number of words read correctly with the word list and words correct per minute for the sentences. There are four reading review trials throughout the year. It recommends that students read eight out of ten words and two out of the three sentences accurately before moving on to the next concept.
  The *Assessment Manual* provides an initial, midterm, and final assessment to check progress throughout the year. The initial assessment includes a "Phoneme/Grapheme Chart," an "Instructor Recording Sheet (Sounds)- Level 2 Initial," and an "Instructor Recording Sheet (Words)-Level 2 Initial" for each student to track which phonics skills they have mastered. The directions suggest printing a chart for each student and highlighting mastered phonics skills.

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

- The materials include recommendations in the *Assessment Manual* for formally assessing students at least three times per school year (beginning-of-year, middle-of-year, and end-of-year).
- The materials include assessment opportunities that align with progress monitoring tools. For example, the *Comprehensive Orton-GIllingham Plus Teacher Guide (Grade 2)* suggests students take a spelling test on day five to monitor progress aligned to weekly instruction.
- Materials include assessment opportunities throughout the school year aligned to progress monitoring tools. For example, in the *Phonological Awareness Manual*, under section "IMSE'S Beginning Reading Skills Assessment (BRSA)," the materials recommend providing the BRSA to all students three times throughout the year "so teachers can document and monitor current student performance and provide accurate measurements of progress."

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The materials include hard copy data management tools to enable teachers to document individual data regarding phonological awareness and phonics skills progress. For example, the teacher records each student's assessment data in the "Instructor Recording Sheet (Sounds) - Level 2 Initial" column in the *Comprehensive Teacher Assessment Manual*. The chart includes 36 sounds and a key to mark *M* for mastery, *L* for incorrect letter formation, and *P* for incorrect phoneme/grapheme.
- The *Comprehensive Teacher Assessment Manual* also includes a hard copy template of an "Assessment Data Analysis Table" for teachers to record mastered concepts, errors in phoneme/grapheme, letter formation, green words, and red words. The data analysis table includes an area for teachers to group students and record implementation strategies.
- The materials include digital data management tools to enable teachers to document individual student data. For example, digital tools provide a student overview page with all initial assessments listed, the date assessed, the current score, status, progress, and action. If a student re-took an evaluation, a graph link is displayed under the graph to track the progress of that skill. Initial assessments include sounds and words, evaluating ABC, reading, writing lowercase letters, writing capital letters, and writing sentences.

- The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions. The phoneme/grapheme chart is an organized table of graphemes that tracks student progress. This chart is organized in columns and includes consonants, digraphs, vowels (short and long), diphthongs, *r*-controlled, constant-*le*, and blends.

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

- The materials include phonics data-management tools for tracking whole-class student progress and analyzing student patterns and needs. Teachers access whole-class data on the IOG "Lesson Planning and Assessment Tool." The digital tool also includes charts organized by specific skills, including "Sounds," "Words," "Reading," and "Sentences." The whole-class view charts include reporting periods at the beginning, middle, and end of the year.
- The materials include phonological awareness data-management tools to track whole-class progress and analyze student patterns and needs. For example, the "PAST Instructional Profile Recording Sheet" in the *Phonological Awareness: Interventions for All* book provides teachers with a chart to track student data across grade levels based on their "Phonological Skills Test (PAST)" performance. This sheet overviews skills such as spoken word concepts, rhyme recognition, completion and production, syllable blending, segmentation, and deletion. Teachers can view multiple students on one page, ensuring easy identification of patterns and needs.

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

- The materials include specific guidance on determining the frequency of progress monitoring based on students' needs. The "How to Use the Activities" section of the *Interventions for All: Phonological Awareness* resource provides a chart titled "Differences Among the Three RTI Tiers," which suggests progress monitoring frequency based on tier. For example, the materials recommend teachers monitor Tier 2 students at least twice a month and Tier 3 students weekly or as needed.
- The materials do not include specific guidance on determining the progress monitoring frequency based on student strengths, but they do include some general guidance. For example, the *Comprehensive Teacher Assessment Manual* states, "Recording weekly or monthly CBM progress is beneficial to teachers, students, and parents. It allows all parties to see the growth toward set goals."

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

- The materials do not include guidance on accelerating learning based on the progress monitoring data to reach mastery of specific concepts. The *Assessment Manual* states, "Students who score less than 80% on a benchmark assessment can be considered at-risk or below proficiency. These students may need additional testing and should receive additional instruction on the concepts missed." It does not give specific instructions on accelerating learning or providing interventions.

- The *Comprehensive Teacher Assessment Manual* provides assessments and data management tools but does not include specific guidance on how to find trends or which resources to use for intervention. For example, the manual includes an "Instructor Recording Sheet (Sounds) Level 2 Initial" where teachers record student performance. The materials also include a chart for the teacher to record mastered concepts, errors, instructional groups, and implementation strategies. However, the materials do not include guidance for using the chart or analyzing the data to fill in the "Data Analysis Table."

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Foundational Skills

5.B.1	Oral Language Development	11/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	0/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	2/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	9/9

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

Evidence includes, but is not limited to:

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

- The materials do not include explicit instructional guidance on developing oral language and oracy through various methods. For example, in the grade 2 *Comprehensive Orton-Gillingham Plus Teacher Guide*, under the section "About This Teacher Guide," the materials express that there should be a focus on oral language comprehension, but there is no specific guidance on how teachers are to do so.
- The materials do not include systematic instructional guidance on developing oral language and oracy through various methods. For example, in the *Phonological Awareness Manual*, under the section "Oral Language vs. Written Language," the materials discuss the vital role oral language plays in building a strong written language and that it is imperative that teachers "model appropriate oral language." However, the materials lack instructional guidance on incorporating this skill.
- The materials provide guidance on vocabulary or specific word instruction in the *Teacher Training Manual* but do not include systematic and explicit instructional guidance on developing oral language and oracy. For example, the *Teacher Training Manual* includes a section titled "Specific Word Instruction," which provides guidance on teaching words and vocabulary. The materials recommend starting word instruction in preschool or grade K, which can occur before, during, or after reading.

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

- The materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, in the resource (34) IMSE *Comprehensive OG+ Blue Procedural* "Teacher Reference Flip Chart," students must listen to an alliteration sentence and then respond to the instructor with what sound they have heard repeated within the sentence. Students brainstorm words that start with the letter being introduced, discuss the etymology of the word, and discuss how we would expect to spell each sound as the teacher writes the grapheme(s) correctly.
- The materials provide guidance on vocabulary and specific word instruction in the *Teacher Training Manual* but do not include opportunities for students to engage in social or academic communication for different purposes and audiences. For example, the *Teacher Training Manual* includes a section titled "Specific Word Instruction," which provides guidance on teaching words and an example of teaching a vocabulary word through direct instruction. In this sample lesson about teaching the unknown word *cod*, the teacher asks questions like, "What is the unknown word?" or "Have you had any other types of fish?" The materials also provide the guidance, "Use the key word in context and have students apply key words in their own sentences." There is no guidance on engaging in social or academic communication.

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

- The materials provide opportunities for students to listen actively, ask questions, engage in discussion to understand information and share information. For example, in the "K-2 Printable Comprehension Support Bundle Graphic," IMSE provides organizers and printable templates that can be used to support students' literal and deep understanding of any text. Resources include sentence starters for academic discussions and posing questions related to clarification, agreement, and disagreement. Sentence stems for the creation of questions, along with student-friendly resources, such as bookmarks, used as student cueing devices for deeper comprehension are also included under the heading "More Tools."

Foundational Skills

5.C.2	Letter-Sound Correspondence	28/30
5.C.2a	Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)	4/4
5.C.2b	Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	0/2
5.C.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S)	24/24

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

Evidence includes, but is not limited to:

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

- The materials directly, explicitly, and systematically introduce letter-sound relationships in an order that applies to basic decoding and encoding. The *Comprehensive Orton-Gillingham Plus Teacher Guide* includes a "Scope and Sequence" that shows a progression from simple phonics concepts to more complex ones for decoding and encoding. For example, in grade 2, the materials introduce three-consonant blends, progress into Bossy *R* lessons, diphthongs, and end with silent letters and homophones.
- The materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. The materials include a "Scope and Sequence" that shows a progression that starts with three consonant blends with digraphs and then progresses to words with diphthongs. For example, the grade 2 teacher guide introduces beginning three-consonant blends *(scr, shr, spl, spr, squ, str, thr)* before teaching diphthongs *(oi, oy)*. The materials also separate the *r*-controlled vowels in the instructional sequence. For example, the materials teach Bossy *R* for *er*, *ir*, and *ur* in Concepts 60-62, revisit with *ar* and *or* in Concepts 71 and 72, and finally teach other Bossy *R* combinations in Concept 81.

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

- The materials do not include guidance for the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. The *Comprehensive Orton-Gillingham Plus Teacher Training Manual* provides generic guidance on common errors and misconceptions. For example, it states, "To handle miscues, tell students to look at the letters and sound out the word. If the student still cannot read the word, the teacher should provide the word. Then, have the student reread the entire sentence with automaticity." The feedback is generic and not specific to lessons or concepts.

- The materials do not include guidance for the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. For example, the *Comprehensive Orton-Gillingham Plus Teacher Guide* includes the same sample scripted lessons that guide the teacher in providing instruction focused on connecting phonemes to letters within words in the "Three-Part Drill" and "Dictation" routines. Students isolate syllables in multisyllabic words like *splendid* and then blend them. However, there is no mention of how to give feedback when errors occur.

- The materials do not include guidance for the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. The *Comprehensive Orton-Gillingham Plus Teacher Guide* instructs teachers to use an external digital resource to help establish why a word might not follow the expected rules or patterns.

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

- The materials include a variety of resources and activities for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable and multi-syllable words in isolation. For example, each *Comprehensive Orton-Gillingham Plus Teacher Guide* lesson has a "Three-Part Drill" where students blend words. In the visual part of the drill, the teacher shows the card, and the students tell the letter names and sounds. In the blending part of the drill, the teacher points to the card, and students say the sound, blend the word, and then read the word. Teachers use the dictation list provided in the lesson or from previous lessons.

- The materials include various activities for students to practice their understanding of applying letter-sound correspondence to decode one-syllable and multi-syllable words in isolation. For example, *Student Reading Book B* contains a word grid of one-syllable and multi-syllable words for students to apply letter-sound knowledge aligned with the concept. For

example, after learning the *r*-controlled vowel *ur*, students read words such as *burn*, *turn*, *fur*, *disturb*, *burlap*, *Saturn*, and *survive*. Students also decode sentences in this book, such as, "The church sits on a hill by the lake."

- The materials include various activities and resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode multisyllabic words in decodable connected texts. For example, in the *Decodable Readers Bundle C*, students connect the text they read and the corresponding lessons, allowing for daily practice with multisyllabic words such as *bacon*, *sandwich*, and *Fernando*.

Foundational Skills

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

The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken sound alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). Materials do not include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials do not include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).

Evidence includes, but is not limited to:

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

- Materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS. The materials include a systematic sequence for introducing phonological awareness activities, beginning with simple skills and larger units of sound and transitioning to more complex skills and smaller units of sound. However, they do not align with grade-level TEKS. The phonological awareness lessons outlined in the "Levels of Phonological Awareness" chart in the *Phonological Awareness Training Manual* start with simple phonological awareness activities and gradually transition to more complex activities. For example, the lessons begin with rhyming, progress into complex and smaller sound units

with syllable blending and segmentation, and work with phoneme blending through onset and rime. The "Phonological Awareness Skills" section of this training manual explains four main components of phonological awareness: concept of a spoken word, rhyme, syllable, and phonemes. It explains that "each activity is a stepping stone to the next level. The stages are sequential building blocks."

- The materials include a systematic sequence for introducing phonological awareness activities, but it is not in accordance with the grade-level TEKS. The *Interventions for All: Phonological Awareness* resource provides a phonological awareness skills sequence. The materials begin with the simple concept of a spoken word and rhyming (large units of sound) and move into more complex skills like manipulating syllables and phonemes (smaller units of sound). The materials do not organize the phonological awareness activities by grade level. Teachers pick the starting point and activities rather than following a progressive sequence for the grade level.

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

- The materials include direct and explicit instruction for teaching phonological awareness skills but do not include recommended explanatory feedback for students based on common errors and misconceptions. The *Phonological Awareness Training Manual* gives general teaching suggestions like focusing on speech sounds before letters, using multimodal instruction, frequent modeling, and giving immediate corrective feedback. However, the manual and lessons do not provide corrective feedback based on possible errors and misconceptions students may have about the particular skills. For example, in the Inter*ventions for All: Phonological Awareness* resource, students engage in a rhyme production activity called "Roll a Rhyme." The materials provide teacher guidance to lead the activity but do not provide guidance on giving feedback to support students who may struggle to produce a rhyme.
- The materials do not provide recommended explanatory feedback for students based on common errors and misconceptions. For example, in the *Interventions for All: Phonological Awareness* resource, under the "Tips on Tricky Phonemes" section, the materials guide teachers on segmenting words with tricky phonemes. However, these tips do not anticipate the needs of students or anticipate errors and misconceptions for each activity.

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

- The materials include various activities designed to help students develop and practice their understanding of phonological awareness skills in the *Interventions for All: Phonological Awareness* resource, but they are separate from grade-level TEKS. The lessons include gestures/body movements and other kinesthetic activities to help students visualize words and parts presented orally. Most lessons also have a literature connection option. For

example, in a Tier 2 rhyming lesson called "High Five!" teachers read the book *Zoo-Looking* by Mem Fox and have the students listen for the rhyming words in the story. The teacher then provides a rhyming chunk, like */ill/,* and everyone holds up a closed fist. Students call out rhyming words with the */ill/* sound, putting up a finger with each work until all five fingers are up.

- The *Phonological Awareness Training Manual* includes phonological awareness activities that develop, practice, and reinforce phonological awareness skills. These activities are not aligned with grade-level TEKS but clearly outline the objective, list the materials needed, and provide an overview of the lesson. For example, an activity titled "Rhyme Fill in the Blank" has the objective, "Students will be able to produce a rhyming word for each sentence." Students use picture cards to fill in the blank in a sentence like, "*The dog jumped over a _____.*" Students find the *log* picture card to place in the blank. In future rounds, students can use word cards rather than picture cards.
- The materials include various activities for students to develop, practice, and reinforce phonological awareness skills, but they do not connect to grade-level TEKS. For example, in the "Table of Contents" section of the *Interventions for All: Phonological Awareness* resource, the materials show a variety of activities that address phonological skills like the concept of a spoken word, rhyme recognition, completion, and production, syllable blending, segmentation, and deletion, and several other phonemic skills.

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	4/13
5.D.2a	Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)	0/3
5.D.2b	Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	0/2
5.D.2C	Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)	0/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S)	4/6

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

Evidence includes, but is not limited to:

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

- The materials do not include a systematic sequence for introducing phonemic awareness activities. The *Phonological Awareness Manual* includes a sequence for introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes and gradually transitioning to more complex manipulation practices such as adding, deleting, and substituting phonemes. However, these activities are organized by skill and not by grade level. For example, the table in the *Phonological Awareness Manual* recommends that grade 2 students work with phoneme deletion of the initial sound, phoneme deletion of the final sound, phoneme reversal, and phoneme chaining. The chart also provides examples. For phoneme deletion of the initial sound, it gives an example: "Say *pail*. Say *pail* without */p/. (ail)*"

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The materials provide an example of phoneme chaining: "Use tokens to represent sounds that change one at a time. Example: Show me *tap*. Now show me *cap*. What did you change?"
- The materials do not provide a "Scope and Sequence" for phonemic awareness activities. The teacher selects activities that students need to work on.
- The *Interventions for All: Phonological Awareness* book teaches phoneme isolation of initial sounds before phoneme isolation of final sounds. The materials are labeled as Tier 1, 2, or 3 but do not include grade-level correlation.

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

- The materials include direct and explicit instruction for teaching phonemic awareness skills in the *Interventions for All: Phonological Awareness* resource but do not include recommended explanatory feedback for students based on common errors and misconceptions. For example, in a Tier 1 lesson for phoneme substitution of initial sound called "Homeless Words," the teacher reads the book *Fly Away Home* by Eve Bunting. The teacher explains that words sometimes change how they look so that no one can recognize them. The teacher then gives the example of the word *home,* changing the first sound to */k/* to make it *comb*. Teachers then group the students and give each group a word and a sound. The group must figure out what the word becomes without its first sound and what the word becomes with the new sound. Also, in another lesson called "Can You Think of My Last Sound," students learn isolation of the final sound by listening to a song and naming the last sound heard. The lessons do not provide any suggestions on feedback based on errors or misconceptions.
- The "Direct Instruction of Phonological Awareness" section in the *Phonological Training Manual* explains three phonological awareness stages: multi-sensory, knowledge, and automatic. In the multi-sensory stage, students begin to learn a new skill and need continued modeling and support. The knowledge stage is when the students can do the task without prompting from the teacher, but students may need processing time and immediate feedback after mistakes occur. The automatic stage is when students can do a task quickly and with few or no errors. The materials do not include any recommendations for feedback or list any common misconceptions students may have.

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

- The materials do not include direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students transitioning from oral language activities to basic decoding and encoding. For example, the "Direct Instruction of Phonological Awareness" section of the *Phonological Training Manual* outlines a five-step process of teaching phonological awareness, including using letters/spelling to illustrate phonological awareness concepts, using visual-spatial cues (tokens), using visual-sequential cues (clapping, table tapping, hand puppets), using oral cues, and using "One-Minute Activities" to

train phonological awareness to automaticity. One of the additional suggestions says, "begin using letters when students are ready," but the materials do not guide teachers on when or how to do this.

- The materials do not include explicit guidance for connecting phonemic awareness skills to the alphabet principle to support the decoding and encoding of text. While almost all of the lessons in the *Interventions for All: Phonological Awareness* resource use tiles, cubes, claps, and other multi-sensory approaches to teach phonological awareness skills, they do not include lessons to connect phonemic awareness to the alphabetic principle. For example, in a Tier 3 lesson for phoneme substitution of initial sound called "Doodledeedoo, Sound Switcharro," the teacher models pushing up three tiles of the same color (one at a time) to represent each sound in a word. The teacher says, "Push the first tile up and say */p/*. Push the second tile up and say */o/*. Push the third tile up and say */t/*. Run your finger under the bottom of the tiles and say the word *pot*." Then, the teacher changes the first sound by using a different color tile for the first sound, pushing it up and saying */n/*. The teacher explains that the new word is *not*. There is no opportunity for the teacher to connect the skills to the alphabetic principle in the lesson.
- The materials do not include direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in transitioning from oral language activities to basic decoding. For example, in the grade 2 *Teacher Guide*, under the "Three-Part Drill" portion of each lesson, students can review letter-sound correspondence, such as blending to tell students the sound as she points to each letter in a word. However, these opportunities are embedded routines that are not explicitly used to connect phonemic awareness skills to the alphabetic principle.

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

- The materials include various activities and resources specifically designed to help students develop and practice their understanding of phonemic awareness skills. The lessons in the *Interventions for All: Phonological Awareness* resource include gestures/body movements and other kinesthetic activities to help students visualize blending, segmenting, and manipulating phonemes presented orally. For example, in the "Connect-A-Word" activity, students use Unifix cubes to blend, and segment spoken words with three or four phonemes. Also, in the "Snap and Go" activity, students use Unifix cubes to delete the final sounds of spoken words to make new words.
- The activities and resources do not include activities and resources for students to review phonological awareness skills through cumulative review. The *Phonological Awareness Training Manual* provides a table with recommended phonological awareness skills and examples for each grade level but does not include a scope and sequence with opportunities to revisit the skill.

Foundational Skills

5.E.1	Sound-Spelling Patterns	15/16
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)	0/1
5.E.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)	1/1
5.E.1c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)	6/6
5.E.1d	Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)	8/8

The materials do not include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connect text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The materials do not include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. They do have a systematic sequence, but it does not align with the grade 2 TEKS.
- For example, the materials introduce decoding compound words (2.2.B.iv) in Concept 34 in the grade 1 *Teacher Guide Book* and spelling words with prefixes and inflectional endings (2.2.C.vi) in the *Morphology+ Affixes Teacher Guide Book (Grade 3+)*.
- The materials include a systematic sequence for introducing grade-level sound-spelling patterns, but the sequence does not align with the TEKS. For example, grade 2 *Student Spelling Workbook C* progresses in the same sequence as the lessons in the grade 2 *Teacher Guide*, beginning with three-consonant blends and progressing to the more complex skill of homophones. However, the TEKS specifies that spelling words with prefixes should be explicitly taught in grade 2, but the resources only address this concept in *Morphology Plus grade 3* and above resources.

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

- The materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns in the *Teacher Guide Book (Grade 1)*. The lessons include scripts with specific and precise terms, phrasing, and statements that teachers can use during core instruction. For example, the "Teaching a New Concept'' section of "Concept 59: *Schwa (bacon)*" includes a script stating, "(T) Tells students that we will learn a new concept today: the sneaky *schwa*. (T) Tells students that *schwa* can be spelled with any vowel. It usually makes the short *u* or *i* sound. (T) Teaches the guidelines for *schwa*." The notes section of the lesson also includes guidelines for the schwa pattern.
- The materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. For example, in the *Teacher Guide Book (Grade 2)*, students review grade-level sound-spelling patterns in the "Three-Part Drill." Teachers are given a sample script, which provides phrasing like, "tell me the sounds you know for these letters" and "you know two ways to spell this."

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

- The materials include various activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review) in the *Teacher Guide Book (Grade 2)*. For example, each concept provides a word list for daily dictation and sentences for dictation. In "Concept 63: Vowel Team (Diphthong) *oi, oy /oi/ (oil, boy),*" days 1-3, provide five words for each day with the */oi/* sound like *coin*, *boy*, *spoil*, *ointment*, and *employ*. On days 4-5, students review prior words or introduce additional words provided in the materials.
- The materials also include a "Three-Part-Drill" in each lesson, where students practice saying the sound, writing the sound, and blending sounds. Students practice with previously taught sounds and the new sounds in this lesson. The lessons state, "Do this at least 3x per week. Use the Flip Chart for steps. Include the new concept after Day 1."
- The materials include various activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns. For example, in the *Teacher Guide Book (Grade 2)*, under the section "Word Dictation," a list of spelling words for the week that include the spelling patterns is provided. These words often appear in the decodable texts seen throughout the weeks (e.g., *squid* in Concept 58, *blurt* in Concept 62, *discount* in Concept 64, etc.).

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

- The materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). The *Teacher Guide Book (Grade 2)* materials include activities for students to review, practice, and reinforce their knowledge of grade-level sound-spelling patterns. Students dictate sentences that include words with the current sound-spelling pattern, previously taught patterns, and red words (i.e., high frequency or irregular words). For example, in "Concept 65: Vowel Team *igh /i/ (light)*," one of the sentences reads, *The flight passed by the bright sun*.
- The materials include activities and resources to support students in encoding words that include taught sound-spelling patterns in decodable text. The decodable readers include a writing activity at the end, allowing students to encode using sound-spelling patterns. For example, at the end of Book 51 (3-letter blends), *Splish, Splash, Squish*, the writing activity says, "Write about a time when you were afraid of someone or something."
- The materials provide a variety of activities and resources to decode and encode words in isolation. For example, the grade 2 materials include review cards that students use to build words containing the concept. The *Teacher Guide Book (Grade 2)* also includes a word list for daily dictation practice in each concept. For example, in concept 82 on silent letters, the words include *gnat*, *thumb*, *knee*, *wrinkle*, *castle*, *knit*, *lamb*, *whistle*, *ghost*, and *written*.
- The materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). The *Teacher Guide Book (Grade 2)* materials include activities for students to review and practice grade-level sound-spelling patterns. Students do this by beginning with the three-part drill for review, learning the new concept, and engaging in dictation activities.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	27/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	1/2
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1) (T)	2/4
5.E.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	12/24
5.E.2d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1) (S)	12/12

The materials include a systematic sequence for introducing irregular high-frequency words. Materials do not include a systematic sequence for introducing regular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding irregular high-frequency words. Materials do not include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular high-frequency words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode irregular high-frequency words (through cumulative review). Materials do not include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular high-frequency words (through cumulative review). Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing irregular high-frequency words in the "Red Words" columns in the "Table of Contents" of the grade 2 *Teacher Guide Book*. The materials include brief lessons on targeted words and limit the number of high-frequency words introduced in a single lesson or week. For example, each concept usually contains two to three new red words weekly. In Concept 59, the lesson consists of the red words *few* and *many*.
- The materials include a systematic sequence for introducing irregular high-frequency words. In the grade 2 *Teacher Guide Book*, the "Scope and Sequence" outlines the "Red Words" (high-frequency words) the students will learn with each concept. The irregular high-frequency words begin with less complex words, like *many* from Concept 59, and progress to more complex words, like *move* from Concept 82.

- The materials do not include a systematic sequence for introducing regular high-frequency words. They specify that green words are decodable words and embed these words in the dictation part of the phonics lessons. However, the materials do not label decodable words as regular high-frequency words. For example, in Concept 64, the word dictation list includes the high-frequency word *now* but does not indicate it as a high-frequency word.
- The materials contain some regular high-frequency words in the "Weekly Red Words" routine, which the materials call irregular because the material may not have taught the concept or sound yet. For example, the new red word is far in "Concept 62: Bossy *R: ur /er/ (fur)*." Step 3 of the routine states, "Identify what is unexpected or irregular about the spelling of the word. It could also be expected, but the concept hasn't been taught yet." The high-frequency words are regular, but the sequence is not systematic since the materials have yet to introduce the phonics pattern.

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

- The materials include guidance for the teacher to provide direct and explicit instruction for decoding irregular high-frequency words but not regular high-frequency words. In the grade 2 *Teacher Guide Book*, under the section "Weekly Red Words," teachers are given steps to use when teaching a new red word, which includes helping students decode the word(s). For example, in Concept 62, the teacher states the word *far* (regular word) and then has students determine how many sounds are in the word and how they would expect to spell it. Later in the same section, the teacher has the student armtap the letters in the word, then sweep it. The teacher repeats this process for the irregular word, *goes*.
- The materials include guidance for the teacher to provide direct and explicit instruction for decoding irregular high-frequency words but not regular high-frequency words. In the grade 2 *Teacher Guide Book*, under the section "Weekly Red Words," teachers are given steps to use when teaching a new red word, which includes helping students encode the word(s). For example, in Concept 62, the materials give the following steps: the regular word, *far*, and the irregular word, *goes*. The materials state, "(T) Writes the word on Red Word paper with the screen underneath, using a red crayon. (S) Write the word on Red Word paper with the screen underneath, using a red crayon. (S) Show the word to the teacher."

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

- The materials include various activities and resources for students to develop, practice, and reinforce skills to decode irregular high-frequency words (through cumulative review). For example, in "Concept 63: Vowel Team (Diphthong) *oi, oy /oi/ (oil, boy)*" in the grade 2 *Teacher Guide Book*, students develop their understanding of decoding the high-frequency words *because* and *very*. In step 8 of the "Steps for Teaching a New Red Word," students armtap words while naming each letter and then underline them with their arms as they state the

words. Students practice decoding high-frequency words by reading fluency sentences provided in the *Student Reading Book C* (grade 2 fluency), where they read sentences like "The cake was very moist." The sentences also include previously taught high-frequency words where all taught irregular high-frequency words are underlined. The materials reinforce decoding irregular high-frequency words in the decodable readers. For Concept 63, students read *Troy and Joy at Rock Point Park*, in which they read previously taught "Red Words" such as like *all*, *are*, *because*, *from*, and *very*.

- The materials include various activities and resources for students to develop, practice, and reinforce skills to encode irregular high-frequency words (through cumulative review). For example, in "Concept 63: Vowel Team (Diphthong) *oi, oy /oi/ (oil, boy)*" in the grade 2 *Teacher Guide Book*, students develop their understanding of encoding the high-frequency words *because* and *very*. In steps 2 and 3 of the "Steps for Teaching a New Red Word," students and the teacher discuss the number of sounds and how we would expect to spell each sound as the teacher writes the word correctly. Later, in steps 9 through 11, students trace the irregular high-frequency word with fingers while naming the letter, then trace the words with crayons, and then write the word. Students also practice encoding irregular high-frequency words in the sentence dictation part of the lesson, where students write the sentence, "The cake was very moist." (The sentences mirror the sentences students practice decoding in the *Student Reading Book*.) The materials and resources reinforce skills to encode irregular high-frequency words because the dictation sentences also include previously taught red words, like in the sentence, "Stan does not like to drink soy milk."

- The materials do not include various activities and resources for students to develop, practice, and reinforce skills to decode regular high-frequency words (through cumulative review). Students may encounter regular high-frequency words in other parts of the lesson, but the materials do not explicitly label these words as frequency words.

- The materials include various activities and resources for students to develop, practice, and reinforce skills to encode irregular high-frequency words but not regular high-frequency words. In the grade *Teacher Guide*, under the "Weekly Red Words" section, the students actively participate in the lesson to develop skills to encode irregular high-frequency words during direct instruction, practice the skill during and after explicit instruction, and reinforce the skill through cumulative review. For example, in Concept 62, students listen as the teacher introduces the week's high-frequency word(s), *door* and *car*. During direct instruction, the students practice encoding the words by discussing how to spell each sound, writing the words, tracing them with their fingers, and writing the word in a sentence. The students review the targeted skill in the upcoming lessons, where cumulative review ideas are provided, such as sculpting the word out of Play-Doh and doing spelling aerobics. The regular high-frequency words are not systematic and, therefore, are not developed, practiced, or reinforced in a structured way.

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

- The materials include various activities and resources for students to recognize, read, and write high-frequency words in isolation and connected text. Each concept in the grade 2 *Teacher Guide Book* includes "Weekly Red Words" (high-frequency words) for students to recognize, read, and write high-frequency words in isolation as part of the "Red Word" routine. For example, in Concept 65, students write and read the red words *great*, and *though* with a red crayon, students then practice recognizing the red word. Students read red words in connected texts. For example, in decodable reader 58, *Twilight Nightmare* students read the following red words: *a, as, car, couldn't, do, from, have, of, or, should, some, the, there, to, want, was, were,* and *what*. In *Student Reading Book C*, students practice reading red words in sentences and track their words read correctly per minute. Students write "Red Words" in isolation and with connected text in *Student Spelling Book C* as part of daily dictation and weekly spelling tests.
- The materials consistently use activities and resources, such as memory-building strategies, for students to master high-frequency words. The "Reference Flip-Chart" has students engage in a memory-building strategy for reading, writing, and recognizing high-frequency words by having students arm-tap the word while naming each letter. Students also use a screen and red crayons to write red words and create crayon bumps for students to trace with their fingers while naming the letters. Students use these memory-building strategies in isolation.
- The materials include various activities and resources for students to recognize, read, and write high-frequency words in isolation. In the grade 2 *Teacher Guide*, the students practice previously learned high-frequency words during the "Weekly Red Words: Ideas for Review" section of each concept. For example, in Concept 63, the students have the opportunity to practice red words from previous concepts - *few, many, call, room, ball, water, watch, far,* and *goes* - by sculpting the word and smashing it out, practicing reading flashcards, arm tapping the word, cross-clapping the word, stomping, and arm tapping as a class with a different voice (e.g., robot).
- The materials include various activities and resources for students to recognize, read, and write high-frequency words in connected texts. In the "Decodable Reader Bundle C" (grade 2), students apply their high-frequency words in the context of a story. For example, in *Decodable 55*, the students get to practice reading the words *a, all, could, everyone, for, his, know, put, said, the, they, to, want(ed), was, were, what, would,* and *you*. The materials introduce these high-frequency words in isolation before the decodable lesson (Concept 63).

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, but it is not fully aligned to the TEKS. For example, the opportunity to practice the 3rd syllable type and pattern, Magic *E* and CV/V is in the Teacher Guide Book. The table of contents in grade 2 *Teacher Guide Book* does include the 5th syllable type of *R*-controlled vowels in Concepts 60 through 62 and the 6th syllable type of Consonant -*le* in Concept 69.

- The materials include a systematic sequence for introducing syllable division principles in the *Syllable Division Teacher Guide* and "Syllabication Posters." For example, the "Table of Contents" in the *Syllable Division Teacher Guide* organizes the materials by syllable type and syllable pattern. The closed and open syllables come before the Magic *E* and VC/V syllable patterns and

are followed by Bossy *R* and Vowel Team syllable types. This guide is not labeled by grade level. The materials include a *Syllable Division Teacher Guide* which provides words and activities to practice syllable division using the syllable division principles. These resources are not labeled by grade level but are organized by syllable division pattern and type.

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

- Materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types to decode and encode one-syllable and multisyllabic words. The grade 2 *Teacher Guide Book* includes specific and precise terms, phrasing, and statements that teachers should use during core instruction. For example, in "Concept 69: 6th Syllable Type: Consonant-*le (saddle)*," the lesson's "Teaching a New Concept" section states to show the concept card and tell students we are learning the final syllable type: Consonant-*le*. The lesson also has notes that explain that "consonant-le creates its syllable at the end of a word." It then explains how to circle the consonant-*le* unit and draw a syllable wall before that syllable. The "Word Dictation" section of the lesson has students encode multisyllabic words using their knowledge of the consonant -*le* syllable type, like *crumble and able*.

- Materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable division principles to decode and encode one-syllable or multi-syllabic words. In "Concept 35: Long Vowels: Closed/Open Syllable Types 1 & 2 (Cl/O)," the lesson in the grade 1 *Teacher Guide Book* provides a "Syllabication" section with reference to syllable division posters and a sample script. The script models how to divide the word *admit* using the syllable division principles and how to draw the syllable wall to split the syllables. It models that both syllable types are closed and then models how to read it using the sounds "(T) Now I can read the first syllable. Let's do it together. (T&S): */a/ /d/, ad*. (T): Let's read the second syllable. (T&S): */m/ /i/ /t/, mit*." The word dictation part of the lesson includes a sample script for encoding multisyllabic words. The script has students pound the syllables and then write the letters known for the sounds. For example, they pound twice for the word *bathtub*, giving a pound for each syllable. Then, the teacher models by finger tapping the first syllable */b/ /a/ /th/* and writes the sounds.

- The materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types to decode and encode one-syllable and multisyllabic words. In the grade 2 *Teacher Guide Book*, under "Teaching a New Concept" of Concept 62, teachers show students how to identify Bossy *R* syllables with direct instruction. For example, the teacher "Tells students that we will learn a new concept today: Bossy *R*" and that the "Bossy *R* happens when the letter *r* comes after a vowel. It changes the vowel sound. It is also our fifth syllable type." The teacher then "States *er*, says */er/*," and students repeat. The students later practice decoding with a decodable reader. Students also practice encoding the skill using sand or another medium as the teacher dictates the target sound. Students practice multisyllabic words in the "Word Dictation" section (e.g., *number, timber, master*, etc.).

The materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable division principles to decode and encode one-syllable and multisyllabic words. In the grade 2 *Teacher Guide Book*, each lesson incorporates the "Syllabication (Decoding)" component. For example, in Concept 62, teachers choose six or more newly taught concept words and use the steps on the "Flip Chart" and the "Syllable Division Posters" to practice decoding and encoding. The teacher instructs students to identify and label vowels and consonants, find the pattern, divide the word, label each syllable, and then read the word.

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

- Materials include various activities and resources for students to develop, practice, and reinforce skills to decode one-syllable or multi-syllabic words (through cumulative review). Students develop skills to decode one-syllable and multisyllabic words through the "Teaching a New Concept" part of the lesson in the grade 2 *Teacher Guide Book*, where the teacher explicitly teaches the letters and sounds. In "Concept 73: Vowel Team: *au, aw /a/* (*August, fawn*)," students learn that *au* and *aw* say */aw/* and apply this sound in decoding and encoding words like *fault* and *claw*. Students practice the skill by blending words in the "Three-Part Drill" part of the lesson and in the grade 2 *Student Reading Book C*, where students can read words or sentences with the phonics concept, like, "I hate to do laundry in the heat of August." The materials reinforce skills through cumulative review in review lessons after Concept 65 and after Concept 73, as well as in the daily "Three-Part Drill" routine. Students review sounds, phonics rules, and blending through this routine.
- Materials include various activities and resources for students to develop, practice, and reinforce skills to encode one-syllable words (through cumulative review). Students develop skills to encode one-syllable words through the lesson's "Teaching a New Concept" part in the grade 2 *Teacher Guide Book*, where the teacher explicitly teaches letter formation (if needed), and students practice writing all known spelling in the sane or medium. In "Concept 73: Vowel Team: *au, aw /a/ (August, fawn)*," a*u,* and *aw* say */aw/* and practice writing the target sounds on house paper and other mediums like sand or shaving cream. Students practice the skill in the "Word Dictation" part of the lesson as well as the sentence dictation part of the lesson. Students write words like *fault* and *claw*. Sentences include the target phonics sound or skill and high-frequency words. The materials are reinforced through cumulative review in review lessons after Concept 65, after Concept 73, and in the daily dictation lessons. The review lesson provides four-word lists and 12 sentences teachers can dictate, and students can write. The word lists and sentences include taught sounds and phonics concepts like "Will she read a fable to her class?"

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

- The materials include various activities and resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types in isolation. In the *Student Reading Book C* and *Student Spelling Book C*, the students practice these skills using a word list for rapid drills. For example, in the *Student Reading Book C*, the target skill of bossy *r: -er* has students decoding a list of VR words (e.g., *fern, clerk, verb*, etc.) and recording words correctly and several trials on a chart. In the *Student Spelling Book C*, students practice encoding a list of words provided in each concept of the grade 2 *Teacher Guide Book*.

- The materials include various activities and resources for students to practice decoding and encoding one-syllable or multi-syllabic words, using knowledge of syllable types, in connected text that builds on previous instruction. In the "Decodable Reader Bundle C (grade 2)," students use their knowledge of syllable types with the lesson they've learned in the grade 2 *Teacher Guide Book*. For example, in *Decodable Reader 53*, which pairs with Concept 60, students decode *VR* words with the target skill, "Bossy *R: er*" (e.g., *thermometer, fever,* and *finger*). The students then practice encoding with writing activities at the end of the decodable, prompting them to write words that have the target letter (e.g., Have you or someone you know ever broken a bone? If not, what do you think it would be like to have a broken bone?).

- The materials include various activities and resources for students to practice decoding and encoding one-syllable or multi-syllabic words, using knowledge of syllable division principles in isolation and decodable connected text that builds on previous instruction. In the *Teacher Syllable Guide*, the students have opportunities to practice decoding and encoding skills in isolation and decodable sentences in conjunction with skills they are learning in the "Syllabication" portion of the grade 2 *Teacher Guide Book* lesson. For example, the students are given the word current on the "Syllable Type 5: Bossy *R* (BR)" *ur* card. Using the directions in the *Syllabication Guide*, the students practice strategies to identify and label the syllables. Students also practice encoding and decoding sentences (e.g., Gertrude will help furnish the den with electronic devices.).

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence in the *Morphology+ Affixes Teacher Guide*, that introduces grade-level morphemes like suffixes -*er*, -*est*, -*ly*, -*ion*, and prefixes *un-* and *re-*. This *Guide Book*, however, is labeled for "grade 3+" and does not align with the grade-level standards.
- The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. In grade 2, the TEKS express that students should "identify the meaning of and use words with affixes *un-*, *re-*, -*ly, -er*, and -*est* (comparative and superlative), and -*ion/tion/sion*." These target skills do not appear in the "Scope and Sequence" section of the grade 2 *Teacher Guide Book*.
- The materials include a "Scope and Sequence" document identifying grade-level morphemes. For example, the *Morphology+ Affixes Teacher Guide (Book A)* identifies morphemes taught in grade 2 (concept 6 *un-*, concept 11 *re-*, concept 15 -*ly*, concept 4 -*er,* concept 5 -*est*, concept 16—ion), but the guide is for grades 3-5. The grade 2 *Teacher Guide Book* does not have a

systematic approach to studying morphemes, and morphemes are not included in the grade 2 materials.

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

- The materials do not include guidance for the teacher to provide direct and explicit instruction for supporting the recognition of common morphemes. The grade 2 TEKS express that students should "identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*." However, these skills are not in the grade 2 *Teacher Guide Book*.
- The materials do not include guidance for the teacher to provide explicit instruction for using common morpheme meanings (e.g., affixes, roots, and base words) to support decoding and encoding. Since the grade-level skills outlined by the TEKS require explicit instruction of concepts that do not occur in the grade 2 *Teacher Guide Book* resource (e.g., *un-, re-, -ly, -er,* and *-est* (comparative and superlative), and *-ion/tion/sion*), specific mention of common morpheme meanings that pair with these skills are not included in this resource, either.
- The materials do not include guidance for the teacher to provide direct and explicit instruction for using common morpheme meanings (e.g., affixes, roots, and base words) to support reading comprehension. For example, under the "Notes" section in Concept 59 of the grade 2 *Teacher Guide Book*, the materials note that "Base words, rather than prefixes or suffixes, are usually stressed." There is no explicit instruction opportunity provided.

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

- The materials do not include various activities and resources for students to develop, practice, and reinforce grade-level morphological skills. The materials include various activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review) in the lessons in the *Morphology+ Affixes Teacher Guide Book* (grade 3+). However, these activities and resources are labeled for grade 3 and beyond. Students develop morphological skills through the "Teaching a New Concept" part of the lesson, where students and teachers discuss the morpheme, its spelling, and its meaning. They practice encoding and decoding by reading and writing words in isolation, using sentences, and using the decodable reader. After introducing the morpheme, the materials reinforce the morphological skill through the "Three-Part Drill" part of the lessons. For example, in "Concept 15: Suffix: *-ly,*" students develop morphological skills in the "Teaching a New Concept" section when the teacher tells students the suffix *-ly* means *like or manner of*, that words with this suffix are usually adverbs or adjectives, and that they are a derivational suffix meaning it usually changes the part of speech. Students practice encoding and decoding as they write words such as *badly* and *quickly* in the "Word Dictation" part of the lesson and as they read the connected text aligned to the lesson, titled *The Big Game*. Before

reading the text, students highlight words with the target morpheme, read the words, and discuss the meaning of those words.

- The materials do not include various activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review) aligned with the TEKS. For example, the TEKS express that students should "identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*." However, these skills are not in the grade 2 *Teacher Guide Book*.

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

- The grade 2 materials do not provide opportunities to practice decoding or encoding the meaning of words with morphemes. The *Morphology+ Teacher Training Manual* provides vocabulary and morphology activity ideas that include an activity titled "Base Web Game" where students build words that can be attached to a targeted base (this game is oral and does not require reading or writing).
- The grade 2 materials do not provide opportunities for students to decode and encode words with morphemes in decodable texts. The *Morphology Student Passages* include passages for students to practice decoding the target morpheme and a three-column chart to encode words by identifying words, word sums, and meanings of the target morpheme. The *Morphology Student Passages* align with the curriculum resources for grades 3 to 5.
- The materials do not include various activities and resources for students to decode and encode words with morphemes in isolation or connected text, as aligned with the TEKS. For example, the TEKS express that students should "identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*." However, the grade 2 *Teacher Guide Book* does not cover these skills.