

Publisher Name	Program Name
Just Right Reader, Inc.	<i>Just Right Reader 2nd Grade Decodables</i>
Subject	Grade Level
English Phonics	2

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
<u>Quality Review Overall Score:</u>	256 / 340

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	30 / 53
2. Progress Monitoring	28 / 28
3. Supports for All Learners	23 / 32
4. Phonics Rule Compliance	31 / 36
5. Foundational Skills	144 / 191

Strengths

- 2.1 Instructional Assessments: Materials include appropriate and defined instructional assessments aligned to TEKS at varying levels of complexity, and offer guidance to educators on consistent administration of assessments.
- 2.2 Data Analysis and Progress Monitoring: Materials include guidance for interpreting student performance or tools for students to track their progress and growth.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through explicit instructional approaches and varied practice opportunities.
- 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.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.
- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and

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

Challenges

- 1.1 Course-Level Design: Materials do not include a scope and sequence with ELPS alignment. They do not include pacing guides for multiple instructional calendars, guiding for lesson internalization, and resources to support instructional coaches.
- 1.2 Unit-Level Design: Materials do not include a comprehensive unit overview to provide content knowledge and academic vocabulary for effective teaching.
- 1.3 Lesson-Level Design: Materials do not include daily objectives, questions, tasks, materials, and assessments to meet the language standards of the lesson.
- 3.1 Differentiation and Scaffolds: Materials do not provide educators with guidance to pre-teach unfamiliar vocabulary and references or implement differentiated instruction.
- 3.3 Support for Emergent Bilingual Students: Materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs or provide embedded guidance for teachers to support emergent bilingual students in making cross-linguistic connections through oral and written discourse.
- 4.2 Daily Instructional Sequence and Routines: Daily lessons do not include opportunities for explicit/direct immediate feedback.
- 4.3 Ongoing Practice Opportunities: Materials do not incorporate cumulative review of taught phonics skills.
- 4.4 Assessment: Materials lack progress monitoring systems aligned with grade-level phonics skills.
- 4.5 Progress Monitoring and Student Support: Materials do not include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.
- 5.B.1 Oral Language Development: Materials lack explicit and systematic guidance for developing oral language.
- 5.C.2 Letter-Sound Correspondence: Materials lack corrective feedback or sufficient activities for students to practice decoding one-syllable words in decodable connected text.
- 5.D.1 Phonological Awareness: Materials do not provide a systematic sequence, explicit instruction with feedback, and activities and resources for grade-level phonological awareness skills.
- 5.D.2 Phonemic Awareness: Materials do not provide a systematic sequence or explicit instruction with feedback for grade-level phonemic awareness skills.
- 5.E.1 Sound-Spelling Patterns: Materials do not include a variety of activities and resources to reinforce grade-level sound-spelling patterns (through cumulative review).
- 5.E.4 Morphological Awareness: Materials lack a systematic sequence for introducing grade-level morphemes,

varied activities for practicing and reinforcing morphological skills, and

resources for decoding and encoding words in isolation or connected text.

Summary

Just Right Reader 2nd Grade Decodables is an English phonics program. The curriculum provides a structured approach to phonics instruction, integrating phonemic awareness, phonics, fluency, vocabulary, and comprehension. The curriculum provides daily instructional guidance, sequenced instruction, and routines, including modeling, guided practice, and independent application of reading and writing. Diagnostic, formative, and summative assessments are included for teachers to monitor student progress. Additionally, the program includes resources for teachers and families, such as QR codes that lead to phonics mini-lessons and extension activities included with each decodable reader.

Campus and district instructional leaders should consider the following:

- While the program gives teachers a structured sequence for teaching Grade 2 phonics and spelling TEKS, going from simple skills to more complex, phonological and morphological awareness lessons are not introduced in a systematic sequence. Teachers will need to add additional resources or plan to add more opportunities to review the phonological and morphological awareness TEKS for Grade 2.
- The program provides resources to assist teachers in supporting Emerging Bilingual students' oral and written oral language development. However, the program does not give specific guidance on how to accelerate learning for students with disabilities and gifted and talented students. Teachers will need more guidance in meeting the needs of these populations.

Intentional Instructional Design

1.1	Course-Level Design	9/15
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	4/5
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	1/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	2/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	0/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	2/4

The materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course. Materials do not outline the ELPS. Materials include suggested pacing (pacing guide/calendar) to support effective implementation for a suggested instructional calendar of 36 weeks. Materials do not include suggested pacing (pacing guide/calendar) for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210). Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials do not include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources and guidance to support administrators with implementing the materials as designed. Materials do not include resources and guidance to support 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 provide a “Unit/Module Overview” and digital alignment guides for TEKS. Also included is a “Scope and Sequence” with weekly sequencing and pacing of the lessons for the year. Concepts and knowledge are noted in the “Phonics Progressions Charts” and “Unit/Module Overview.” The “Unit/Module Overview” includes the student expectations with bulleted information on the skills to be taught. The “Phonics Progression Chart” provides the sequence of instruction of all skills and concepts taught at each grade level. The skills and concepts are grouped by the numbered set specific to the skills and concepts being taught. Phonics progression starts with “Final e (VCe)” and “Trigraph Review” in Sets 26-30 and ending with prefixes & suffixes in Sets 51-55.
- The *Teacher Edition* lists materials for curriculum implementation and includes a “Scope and Sequence” that includes an overview of student expectations and weekly instructional plans. The materials do not outline the ELPS in the “Scope and Sequence.”

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

- The grade 2 *Teacher Edition* includes a “Weekly Overview” with a week-by-week guide. This includes core instruction, instructional materials, and the strategies used in each lesson. The grade 2 *Pacing Guide* does not provide a calendar for varying instructional days.
- The grade 2 *Pacing Guide* instructs the teacher to “Use this guide as a foundational tool for your planning, and refer to the module overview for a weekly breakdown of available resources and materials to aid in lesson planning.” The materials do not provide guidance nor other resources to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).

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

- In the “Program Design, Methodology, and Research” section of the *Teacher Edition*, teachers have access to the rationale for the lesson plans being grounded in the *Science of Reading*, evidence, case studies, and research that support the progression of *Just Right Reader*. The rationale for unit order explains that the decodables move students from sound/symbol relationships and progress to more advanced phonological awareness, blending, segmenting, and word reading skills. It also states that embedded practices, along with the explicitly written “Scope and Sequence” help build students’ foundational skills.
- The *Teacher Edition* states lesson plans are designed to align with the *Science of Reading*. This includes foundational reading skills through systematic and explicit instruction of phonics skills. Teachers can reference the phonics lesson sequence for the year on the “Phonics Progression Chart” provided in the *Teacher Edition*.

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

- The materials include resources, such as an online *Customer Resource Library* with “Getting Started” guides, videos, and “Product Resources” to support teachers with understanding the materials. The *Teacher Edition* includes a section titled “Lesson Implementation Guide for Teachers” which details how teachers can access the materials and that “it is beneficial to review these lesson plans in advance of your teaching sessions.” The materials do not include guiding questions or a protocol for how teachers should review lessons. The materials do not include guidance, protocols, and/or templates for lesson internalization.
- The materials provide teacher guidance through a “Weekly Overview.” Each weekly lesson plan for the decodable readers lists out what the teachers will need for the students, and what the phonics concept is for the week and takes the teacher step-by-step through the lesson process. The materials do not include specific templates, guidance, or protocols for unit internalization.

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

- The materials include a “Welcome Letter” to the administrators. It provides an overview of what's included in the materials with several QR codes for administrators to obtain more information on implementation resources, classroom libraries, and take-home packs.
- The materials provide a PowerPoint for administrators to train the teachers on *Just Right Reader Supplemental Phonics* and a 30-minute professional development session to accelerate reading achievement. The materials do not provide guidance and support to instructional coaches.

Intentional Instructional Design

1.2	Unit-Level Design	2/4
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.	2/2

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

Evidence includes, but is not limited to:

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

- The materials include unit overviews that include a scope and sequence, student expectations, and alignments to TEKS found in the *Teacher Edition*. The “Unit/Module Overview” includes the “Scope and Sequence,” and *Pacing Guide*, and a roadmap of concepts and skills per weekly breakdown. The “Unit/Module Overview” materials do not provide specific background content knowledge needed to effectively teach unit concepts.
- The grade 2 overview includes “Weekly Overviews” that group the skills students will be targeting in the coming weeks. For example, the following skills are targeted in “Weeks 1–4: Final e Long Vowel Words” and “Weeks 10–23: Vowel Teams, Diphthongs, and Trigraphs.” The “Unit/Module Overview” materials do not provide specific background content knowledge or academic vocabulary needed to effectively teach unit concepts.

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

- The materials contain support for families in both Spanish and English for each unit through QR codes. When scanning the code, parents are taken to a website that provides a video with a synopsis of the text along with a brief lesson on the phonics pattern taught in the book.
- English-dominant families can also access additional digital resources. Materials provide a link to a blog administered by *Just Right Readers*. Parents can share ideas in which they have successfully supported their children. Supports include bingo activities that reinforce classroom concepts and skills, promoting active family involvement in student learning. Bingo activities provide opportunities for families to practice with students the skills that they are currently learning in the classroom.

Intentional Instructional Design

1.3	Lesson-Level Design	19/34
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.	15/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

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

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 materials include comprehensive lesson plans that include an introduction, guided practice, independent reading, and a reading review. The lesson also includes a detailed “Materials and Preparation” section which breaks down everything needed for the lesson. For example, in lesson plan Set 34, “A Letter from Camp,” the materials include a copy of the decodable reader, whiteboards, word lists, “Reading Observation” form, and the *Prompting Guide*.
- The materials include instructional assessments to meet the content standards of the phonics lesson. A “Reading Observation” form is included as a formative assessment in each lesson. Other formative assessments within the lesson plan include partner reading word practice in the phonics review or finding words in the book with the phonics pattern and then sharing them with the group or a partner. In the “Writing Application” section, students find words with the phonics pattern. The materials contain a prompting guide with questioning techniques and question stems ensuring an understanding of content and mastery of the academic language needed to express content knowledge. The materials do not include comprehensive,

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

- The materials include detailed lesson plans supporting the development of the lesson's content standards. In lesson plan Sets 26-50, the learning objective states, “Students will identify and read words with _____.” In Sets 51-55, the learning objective states, “Students will identify and read words with _____.” Students will identify the main idea of a narrative.”

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

- In the *Teacher Edition*, the materials provide the timing for each part of the lesson. The guidance provides five minutes for “Phonics Review,” five minutes for “Guided Practice,” five minutes for “Independent Reading,” five minutes for “Reading Review,” five minutes for “Writing Application,” and one minute for “Closing.” For example, in the “Phonics Review” section of the lesson, *Out of Thin Air*, the materials first guide the teacher to introduce the skill and revisit the definition of a previous skill taught that is connected to the current lesson. In step 2, the materials guide the teacher to use make a word. In step 3, the materials instruct the teacher to continue having students build words.
- The "Lesson Plan Catalog: Materials and Preparation" includes structured lesson plans with detailed listings of materials needed for each lesson, promoting organized and effective instructional delivery for both teachers and students. The materials include a lesson overview with suggested timings for each lesson component. For example, in the Set 33 book, *Nerve*, the introduction is given five minutes for the teacher to complete the lesson, followed by five minutes for guided practice.

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

- In the lesson plan section before each lesson, there are lesson objectives, key skills, and materials and preparation sections. For example, in the grade 2 book, *Fossils at the Cove*, materials listed include a copy of *Fossils at the Cove* for each student, whiteboard and marker, word cards, paper and pencil, “Reading Observation” form, and *Prompting Guide*.
- The material includes lesson overviews. For example, the lesson plan titled *Nighttime Skies*, includes a comprehensive list of materials needed for both the teacher and students. This includes a copy of *Nighttime Skies* for each student, a word list, letter tiles, paper and pencil, the “Reading Observation” form, and the *Prompting Guide*. Each lesson begins with a section that outlines the objectives and the materials required. This allows the teachers to have all the necessary resources prepared before starting the lesson. The lesson plan also specifies materials for different parts of the lesson, such as introduction, guided practice, and independent practice, ensuring that teachers can comprehensively teach the lesson.

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

- The materials include “Family Bingo” in the *Online Parent Resources* and the *Teacher Edition*. Extension activities such as looking for words with the target phonics skill or reading a book with a grown-up can be completed and are included in the “Family Bingo” activity.
- The materials include a set of “Take-Home Packs” for students to read at home for an additional purchase by the school districts. The students or parents can scan the QR code on the back to access a video that shows a targeted lesson based on the skill level of the book.
- In the grade 2 *Teacher Edition*, the materials provide spelling extension activities for the inflectional endings and prefixes lesson plans. For example, in the “Contractions” lesson, the materials provide an extension with contractions. The section provides the teachers with directions to say and an additional activity.

Progress Monitoring

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

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

- Information found on the *Just Right Reader* website gives guidance for placement in the program. Based on the ESSA Level IV Report, district-administered literacy assessments inform “Take Home Decodable Sets.” Teachers “...upload their district assessment data into Virtru, and the program will use this data to determine their phonics progression with the decodable readers/lessons and Take-Home Decodable books.” Many common district assessments are mentioned, such as *Dibels 8th Edition*, *iReady*, *NWEA MAP*, *PALS*, and *Renaissance STAR Reading*. Teachers then conduct an initial reading with students from their *Just Right Reader* “Decodable” to evaluate each student's phonics skills, fluency, and comprehension and record findings on the “Baseline Assessment Form” and the “Phonics Skills Checklist.”
- The *Prompting Guide* is referred to in lessons within the “Independent Reading” part of the lesson cycle. Teachers are encouraged to listen and use the guide when students are reading to address common breakdowns in the text when needed. In the *Prompting Guide*, the teacher can ask questions such as, “Can this make a different vowel sound? Is there a silent e? What

job does it have here?" The materials include specific diagnostic and summative assessments at the lesson level.

- The “Small-Group Reading Observation Form” is in the grade 2 *Teacher Edition* in the “Progress Monitoring Templates and Tools” section. The form is used during the “Independent Reading” part of the “Lesson Plan.” Teachers can record observations and the next steps for students. The “Next Steps” section includes an area to record what students need next in phonics, decoding fluency, comprehension, and writing. This allows teachers to conduct formative assessments with students continually. In the *Assessment and Progress Monitoring Guide*, the materials include an overview of all diagnostic, formative, and summative assessment opportunities that correlate to each TEK standard for the unit.

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

- The materials include the *Assessment and Progress Monitoring Guide* which includes the definition and intended purpose of the types of instructional assessments included. For example, in the diagnostic assessment chart, the materials include a level of analysis for students such as individual or whole class and defines the purpose of each assessment tool used during each unit.
- The materials have a “Baseline Assessment Form” used at the beginning of the year with four sections: “Phonics,” “Fluency,” “Comprehension,” and “Observational Notes.” Teachers are instructed to conduct an initial reading assessment to evaluate each student’s phonics skills, fluency, and comprehension and record findings on the form and the “Phonics Skills Checklist.” The materials do not include the definition and the intended purpose of the assessments.
- Each instructional assessment included in the “Weekly Progress Monitoring” section includes a description of each component. The “Phonics Assessment” asks teachers to assign a new section from the decodable and observe and record phonics applications on the “Reading Observation Form.” The “Fluency Check” asks teachers to perform a timed reading of a previously read passage. The “Comprehension Assessment” asks teachers to test comprehension with targeted questions from the week’s passages. The materials do not include the definition and the intended purpose of the assessments.

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

- The *Progress Monitoring Step-by-Step Guide* ensures the consistent administration of assessments. Teachers have access to an explicit step-by-step process for monitoring growth. In Step 1, the materials guide the set up for progress monitoring. Then in Step 2, the materials include guidance on the “Baseline Assessment.” Step 3 provides weekly monitoring guidance. Step 4 supplies monthly review guidance. Step 5 provides guidance on engaging parents, Step 6 includes instructional adjustments, and Step 7 reflects on the end-of-year

data and how to prepare for the next term. Teachers can view specific instructions for how to conduct each assessment recommended in the *Step-by-Step Guide*.

- The “Baseline Assessment” instructions state, “Have each student read aloud from their *Just Right Reader* Decodable.” Teachers record information about each student’s phonics skills, fluency, and initial comprehension on the “Baseline Assessment Sheet,” then use the “Phonics Skills Checklist” to note the student’s mastery of the phonics rules in the decodable reader.
- Materials include teacher support for the implementation of consistent and accurate assessments. For example, in the grade 2 lesson plans for the decodable book *The Knitting Gnome*, “Independent Reading” instructions state “Students read independently. Decide if you want them to whisper or read aloud. Listen and use the *Prompting Guide* where needed. Use the Reading Observation Form to take notes.”

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

- Materials provide information that supports TEKS alignment to assessments. For example, the introduction to the *Assessment and Progress Monitoring Guide* states that the progress monitoring materials are “meticulously aligned with TEKS, detailing how each segment of the guide meets state standards for Reading/Beginning Reading Skills/Phonics at every grade level.” The weekly assessment cycle focuses on the learning objective of the week, which is also aligned with grade 2 ELAR TEKS.
- The materials provide weekly diagnostic monitoring outlined with specific activities (e.g., phonics assessments on Mondays, fluency checks on Wednesdays, and comprehension assessments on Fridays). This ongoing monitoring helps teachers adjust instruction to meet TEKS objectives throughout the learning. The materials include a “Unit/Module Overview” that lists the TEKS standards. For example, for grade 2, the *Teacher Guide* specifies alignment to TEKS ELAR grade 2 standards, detailing expectations for phonological awareness, and demonstrating/applying phonetic and spelling knowledge. The weekly assessment cycle focuses on the learning objective of the week, which is also aligned with grade 2 ELAR TEKS.

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

- The instructional assessments mentioned in the grade 2 *Teacher Edition* are all based on observation of reading skills or oral response and include standards-aligned items at varying levels of complexity. For example, in the “Lesson Plan” for *Brooklyn’s Space Dream*, the teacher will listen to a student read a new section from the decodable and record phonics application skills of reading vowel team *oo* words on the “Reading Observation Form.” The teacher will hear a student perform a timed reading from *Brooklyn’s Space Dream* to assess fluency. Then, the teacher will ask targeted questions based on the book and other books read that week and students will answer orally to assess comprehension.
- The materials provide “Baseline Assessments” which are available for sets 31-55. There is a “Baseline Assessment Sheet” that includes a phonics, fluency, and comprehension

assessment. Observation notes are also included as part of the assessment. Monitoring forms or checklists are provided for each type of assessment.

Progress Monitoring

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

The instructional assessments and scoring information in the materials provide explicit guidance for responding to student performance. Materials include explicit guidance for interpreting student performance based on assessment results. 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 include guidance on when to progress monitor during the week in the *Progress Monitoring Guide*, “Step 3: Weekly Monitoring.” For example, teachers are guided to assess students’ application of phonics on Monday using the “Reading Observation Form.” On Wednesday, teachers are guided to use the “Fluency Checks” by performing a timed reading of a previously read passage. On Friday, teachers use the “Comprehension Assessment” to assess comprehension with questions focused on questions from the week’s passages. Data is transferred to the “Phonics and Fluency Monitoring Form” and is kept for teacher records. Then, at the end of each month, collected data is compiled to create a “Monthly Progress Report.”
- The materials provide scoring information on progress monitoring forms. For example, the “Phonics Skills Checklist” provides boxes to check to note what the student can do. For example, the “Phonics and Fluency Monitoring Form” has areas for teachers to note errors in targeted phonics skill application, errors in engagement and confidence, notes on student interaction and participation, and observations on fluency trends. The Assessment and Scoring Guide provides guidance for responding to student performance. The subsection titled Using the Data explains how the diagnostic data can provide evidence of any strengths and/or skill gaps so educators can plan accordingly. The guide also provides scenarios as examples of how to respond to students’ data.

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

- The materials include templates and tools for monitoring student progress, such as the “Phonics and Fluency Form” that teachers can use to document the application of phonics rules, engagement, confidence in phonics skills, fluency assessment details, and fluency development insights, and the “Small-Group Reading Observation Form” and “Phonics and Fluency Monitoring Form.”
- In the “Differentiation” section of the lesson plan, teachers are guided to identify where students are getting stuck. The materials reference the *Reading Workouts Guide* to address common decoding strategies. The *Reading Workouts Guide* provides activities to support phonological awareness, high-frequency words, decoding, comprehension, vocabulary, fluency, and self-confidence. The materials refer to resources to use at the moment when students are reading. For example, In the grade 2 book *The Hawk on the Seesaw*, teachers are asked to listen to students read during “Independent Reading” and “Use the *Prompting Guide* where needed. Use the Reading Observation Form to take notes.” The *Phonics Prompting Guide* gives ideas for teachers to respond to students' needs while reading. For example, if a student is struggling with decoding a multiple syllable word, the teacher can ask clarifying questions to identify what breakdown is occurring to prevent mastery such as "Clap the Syllables. What are the vowels?"

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

- The materials give tools for teachers to record student progress. For example, teachers can record information gathered from the “Baseline Assessment Sheet” and note current levels of performance for each student.
- The materials include tools for students to track their progress and growth. Just Right Readers Guide uses a My Literacy Journey tracker to show how students actively participate in their learning progress. After an assessment, the educator helps students set goals and mark mastered skills with star stickers. The students track their progress visually, which leads to continued effort in reaching more goals. The tracker is personalized to focus on specific skills the student is working on, encouraging their involvement and growth.

Supports for All Learners

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

The materials include teacher guidance for differentiated instruction and activities for students who have not yet reached proficiency on grade-level content and skills. Materials do not provide teacher guidance for 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 the text. Materials do not include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

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

- The materials include a “Differentiation” section of the lesson plan, the materials refer teachers to use “Reading Workouts” for students who have difficulty with learning a skill. The materials state that the “Reading Workouts” are activities for those who need extra support in phonological awareness, high-frequency words, decoding, comprehension, vocabulary, fluency, and self-confidence. For example, if a student has difficulty with comprehension, the activity “Predictions” is an activity to help students. The activity provides a step-by-step plan for teachers to follow when introducing a book to encourage students to share appropriate predictions before reading a story. The materials do not include paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.
- In the “Differentiation” section of the lesson plan, teachers are instructed to scan the QR code in each decodable book. The QR code takes students to a short video reinforcing the phonics skills they just learned. The plans tell the teacher students can watch this video independently or as a group. For example, in Set 32 *Flora Helps*, the video shares a short introduction of the story reviews the phonics skill of the *r*-controlled vowel, and introduces a word in the story for review, *-ed*. In the Suffixes *-er* and *-est* lesson plan, materials provide optional “Differentiation Activities” in the “Independent Spelling Practice.” The materials suggest students needing extra support to use Elkonin boxes or letter tiles.

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 contain a “New Vocabulary” section on the inside of the front cover of the grade 1 decodable readers. It has 1-2 vocabulary words that students will be exposed to in the story with its definition. The “Weekly Overview” section lays out what possible “Reading Workout” lessons could be used to teach vocabulary, but these lessons are not referred to in the lesson plans for each lesson. The two “Reading Workout” activities mentioned for vocabulary are “Word Analysis” and “4 Steps.” Each of these activities includes a step-by-step guide for the teachers to use when teaching vocabulary words.

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 include a “Differentiation” section on each lesson plan. This section references the QR code on the back of the book. Using the QR students and teachers have access to a video about the book and phonics skills taught in the book. The materials do not guide differentiated instruction, activities, or extensions for students who demonstrate proficiency in grade-level content.
- The materials include the “Reading Workout” resource where teachers can view extensions to 10 of the 29 activities provided. The “Reading Workouts” are described as “These activities are effective and engaging ways to support students who might need additional support in phonological awareness, decoding, comprehension, vocabulary, fluency, or self-confidence. Mastering foundational reading skills takes practice.” Teachers are guided to “assign a Reading Workout for individual or partner learning stations and engage students in powerful practice they need to become confident readers.” The materials do not guide differentiated instruction, activities, or extensions for students who demonstrate proficiency in grade-level content.

Supports for All Learners

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

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

Evidence includes, but is not limited to:

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

- The materials include weekly lessons with decodable readers that provide “Reading Workouts” for teachers to model and explain difficult concepts. For example, the teacher can use “Find It” to support students in recognizing phonics patterns. This activity gives teachers guidance to choose a phonics skill and give the students a “book, newspaper, magazine or junk mail” and have students write the words they find that fit the skill on a piece of paper or whiteboard.
- In the lesson plan for the decodable book *Kaitlyn's Birthday*, the materials provide a script for each section. In the “Introduction,” the teacher tells the students that they will practice reading words with the vowel teams -ay and -ay. Teachers are then guided to define a vowel team. The “Guided Practice” section guides the teacher to introduce the book, then model reading the text and pointing out a word with the vowel team -ay. The materials then guide the teacher to have the students say the word with the teacher.
- The materials include “Elkonin Boxes” as an activity to model the segmentation of sounds. Directions state the teacher models how to pronounce the target word by stretching out each sound, then, draw boxes around each phoneme for the student. The students slide a chip into each box representing individual sounds. The activity also includes the guidance to extend the lesson by writing the letter for each sound in the appropriate box.

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

- Teachers have access to a variety of instructional approaches in the “Reading Workouts” found in the “Differentiation” section of the lesson plans. In the “Phonological Awareness section,” the teacher has access to “High-Frequency Find It.” The purpose of “High-Frequency Find It” is to recognize a small list of high-frequency words in the text. The students search for the high-frequency words and write those words on paper or a whiteboard to see how many of them they find. The “T-chart Sorts” activity asks teachers to provide practice for students to recognize patterns and make connections between words by sorting words on word cards by the letter or by phonics skill demonstrated in the word. For example, students can sort words into columns for words with long *a* vowel team, such as *ai* and *ay*.
- The materials include instructions to support the teacher in providing effective lesson facilitation through many age-appropriate tasks that encourage active student participation. For example, in the book *Kat’s Book* teachers are given guidance for students to build words with vowel team *-oo* with letter tiles, chorally read high-frequency words, independently read the decodable text, and discuss and write about what they read.
- The materials support multiple types of practice for students. For example, the materials include high-interest graphic organizers in the form of a story map. Students can complete this individually or in small groups to gain comprehension from the weekly decodable readers. This resource can be used with any lesson to assist students with reading comprehension.

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 support multiple types of practice. In the “Five Pillars of Reading” in the *Teacher Edition*, the materials state that the “Just Right Reader Decodables are designed for personalized small group instruction settings.” The lesson plans provide a consistent scripted lesson plan structure throughout the materials where students engage in guided, collaborative, and independent practice. In the lesson, *Kat at the Flamingo Park*, the materials guide the teacher to read page 1 of the text and point out the word start. This supports the “Fluency” component with the teacher modeling fluent reading and vocabulary.
- The materials guide the teacher to ask comprehension questions in the “Group Discussion” section of the lesson plan. In the “Reading Review” section of the lesson plan, the comprehension component is supported when the materials guide the teacher to ask, “What does Kat help the flamingo do at the park? and What do Kat and Flamingo do at the end of the story?” In the “Progress Monitoring” section, the materials guide the teacher to complete a “Fluency Check” (Step 3: Weekly Monitoring) every Wednesday. The materials provide a “Phonics & Fluency Monitoring Form” as a resource.
- The “Lesson Overview” explains how different types of practice (guided, independent, group) are used throughout the lesson structure. Lesson plans include a “Guided Practice” that provides numbered directions for the teacher. The “Independent Practice” section guides the

teacher to have students read independently and determine whether the students will whisper read or read aloud.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	8/11
3.3a	Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.	2/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	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.	6/8
3.3d	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

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

- In the *Teacher Edition*, the materials provide a paragraph for “Emergent Bilingual Students and Special Education.” In this paragraph, the materials provide a rationale for integrating interactive elements like QR codes to ensure that resources are readily available to enhance the teaching and learning process. There is also information on how the comprehensive structure supports teachers in delivering high-quality instruction, and research-based instruction that effectively addresses the needs of young readers. “*Just Right Reader* Phonics Videos are a key element to supporting Emergent Bilingual students as they help create a deeper sense of understanding and context, through relevant and engaging sport.”
- The materials include the *Emergent Bilingual Support Guide*. This guide provides linguistic accommodations for each linguistic level as defined in the ELPS. For example, for beginners guidance is given to “respect the student’s silent period of language development.” Each level

has approximately six to eight guidance bullets. Included are the four levels of the ELPS along with examples for each grade level in the listening, reading, speaking, and writing domains.

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

- The materials provide guidance supporting teachers for the use of *Just Right Readers* decodable readers and lessons in state-mandated standards-aligned English Language Arts programs. For example, the *TEKS Alignment Guide* provides specific correlations between TEKS and the *Just Right Reader* decodable books and the corresponding phonics lessons.
- The materials include embedded guidance for teachers. For example, the embedded guidance for vocabulary mentions the use of visual supports, repetition and practice, and teaching vocabulary within the context. The materials also provide embedded guidance for increasing comprehension using questioning techniques, graphic organizers, and summarization skills. QR codes are provided to frontload phonics concepts and to reinforce learning of taught skills. The materials do not contain implementation guidance in effectively using materials in bilingual or ESL programs approved by the state.

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 include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, and building background knowledge through oral discourse. Guidance for supporting emergent bilingual students in developing academic vocabulary includes “Think/Pair/Share” and the use of sentence stems and frames. Increasing comprehension guidance includes the use of graphic organizers by students to organize their thoughts before a discussion occurs. Background knowledge strategies include “Talk Long/Write Long.” This strategy is a brainstorming/partner-sharing activity in which students share their knowledge of the writing topic with a partner. The partner can then add that new knowledge to their own writing. The materials do not include embedded guidance for making cross-curricular connections during oral discourse.
- The materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building and background knowledge through written discourse. Guidance for supporting emergent bilingual students in developing academic vocabulary includes providing prompts written in sentence frame form that provide familiar words and encourage the use of new vocabulary with blanks that need to be filled in. Guidance for increasing comprehension through written discourse includes labeled pictures and illustrations to increase clarity. Background knowledge guidance includes the use of word banks with visual aids. The materials do not include embedded guidance for making cross-curricular connections during written discourse.

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

- The materials provide guidance supporting teachers for the use of *Just Right Readers* decodable readers and lessons in state-mandated standards-aligned English Language Arts programs. The materials include a small section titled “Supports for English Proficient students in Dual Language programs” which describes the benefits of dual language and that materials are available in Spanish and English for use in the program. The materials also mention the importance of cross-linguistic connections but do not provide specific guidance for use. The materials do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

The materials provide opportunities for students to practice comprehension skills during the “Reading Review” part of the lesson cycle. The questions asked are the same for all students. The materials do not provide specific, differentiated comprehension-building activities for emergent bilinguals orally or in writing. The resources are not designed for dual-language immersion programs.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The grade 2 “Phonics Progression” chart outlines the systematic and sequenced instruction of phonics. The beginning set of decodable books 26-30, provides review and practice opportunities with final e-long vowel sounds, *r*-controlled vowels, vowel teams, diphthongs, and digraphs. Teachers have access to the sequential progression for the year continuing in numerical order with set 31 and concluding with sets 51-55. By the end of the year, students will be applying their developing knowledge of vowel sounds, consonant sounds, and blending/segmenting skills introduced and practiced in grade K and spiraled into the beginning sets in grade 1, to understand and learn about multisound consonants, complex compound words, final stable syllables and advanced morphology such as prefixes and suffixes.
- In the lesson plan, *Adora Explores*, the materials guide the teacher to use a T-Chart to sort words. The teacher says the word *born* and stretches the vowel sound *or*. In the “Guided Practice” section, the teacher is guided to introduce the book, then model reading the text and identify the word *born* on page 1. The class says the word /b/ /or/ /n/ with the teacher. Then, the teacher and students read the sentence, "When Adora the bear was born, her mom and dad adored her."
- In the lesson plan *Brook's Books*, the book introduces the vowel team -oo. The materials systematically instruct students to identify the vowel team -oo and associate it with the sound it makes. The teacher introduces the vowel team -oo by reminding them that two or more letters that make a vowel sound are called a vowel team. The teacher guides students through phonemic awareness activities by having students listen for words that have the vowel team -

oo and make new words such as *room*, *cool*, *cook*, *smooth*, *wooden*, and *stool*. The materials have a lesson plan that follows a sequence of having students start with phonemic awareness, and then move to a phonics review. The materials also include teacher directions to have students read and write new words using their knowledge of the vowel team -oo.

- In the lesson plan *Slime Monster*, the materials guide the teacher to use letter tiles to build a C-le word. The students look at the word *huddle*, and the teacher states the rule with a rhyme, "find the final e and count back three." In the "Guided Practice" section, the teacher is guided to provide an introduction of the book and then model reading the text and identify the word *little* page 1. The class says the word /l/ /i/ /t/ /l/ *little* with the teacher. Then the teacher and students read the sentence, "Otis and his little brothers huddle around their mom for a story. "

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

- The materials provide a structured and consistent framework. The lesson plans include a "Phonics Review" section which guides the teacher to provide the purpose of the lesson and begin to practice the skill. The "Guided Practice" section of the lesson guides the teacher to model the target skill and allow for student practice. Then, the lesson plan moves to "Independent Practice" where the materials guide the teacher to listen to the students read and use the *Prompting Guide* and "Reading Observation" form to take notes on the student's use of phonics. The lesson plan also includes a "Reading Review" where the materials guide the teacher in a "Group Discussion" and then find the skill in the current text. The materials move to a "Writing Application" that guides the teacher through various activities such as beginning, middle, and end or write something that happened in the book. At the "Closing" of the lesson, the teacher restates the purpose of the lesson.
- The materials include explicit opportunities for phonics instruction where teachers can model for students, guide them during practice, and watch for application. For example, In the "Phonics Review" section of the lesson plan, *Nighttime Skies*, the materials guide the teacher to introduce the skill. The materials then guide the teacher to explain to the students that they will be using letter tiles to build words with the vowel teams -ie and -igh. The lesson plan includes a teacher model using letter tiles to build the word *night*. Then, the materials guide the teacher to have the teacher and students change the first letter tile to make the word *bright*. The teacher asks the students, "What letter tiles did you need to build the word *bright*? The materials guide the teacher to have students change one letter tile to build the word *fright*. Then, the materials guide the teacher to have the students continue to build words. The materials provide some words (*right*, *light*, *flight*, and *fight*).

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

- The materials include practice of phonics skills both in isolation and through decodable text. For example, in the lesson *Adora Explores*, the teacher models a word sort using a T-Chart with words with /ar/ and /or/. Students continue to identify and read words with r-controlled syllables. Then, students independently read *Adora Explores*, focusing on words with or.

- In the lesson plan *The Missing Jewel*, the “Phonics Review” guides the students into the phonics skill for the week. Then, teachers guide the lesson by having them build *clue* and *fruit* while students read them out loud. The students continue to build the words: *flew*, *blue*, *suit*, *stew*, and *true* while reading each word out loud after “Guided Practice,” the materials include directions for “Independent Reading,” where students have the opportunity to read the decodable text, looking for words with vowel teams *ew*, *ui*, and *ue*.

Materials include opportunities for cumulative review of previously taught skills.

- The lesson plans include a “Phonics Review” section in sets 26-50. This section guides the teacher to remind students of the skill previously taught by providing the definition. For example, in the “Phonics Review” section of *Wrenley Reports the News*, the materials guide the teacher to say, “Remember, suffixes are added to the end of the word and can change the word's part of speech and modify its meaning.”
- Materials provide embedded opportunities for cumulative review of previously taught skills in the lesson plans. In the “Phonics Review” section of the lesson plan, *Mike's Not So Fun Day*, teachers are directed to say, “Today, we will practice reading words with long *i* with silent *e*. Remember, when *e* is at the end of a word, the vowel before it is typically long and the *e* is silent.” Later in the year, the lesson used with the decodable book *Nighttime Skies* guides teachers to say, “Today, we will practice reading words with digraph *sh*. Remember, a digraph is two or more consonants together that make a new sound.” Teachers can view directions in the lesson to ask students to remember previously taught skills and concepts and provide students with an opportunity to review, practice, and apply what they have been taught in connection to ideas and concepts being developed.

Phonics Rule Compliance

4.2	Daily Instructional Sequence and Routines	7/8
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.	2/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	4/4

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

Evidence includes, but is not limited to:

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

- Materials provide daily lesson plans formatted with direct and explicit instruction and teacher modeling throughout the process. For example, in the lesson plan *A Kite to Fly*, the teacher models reading page 1 for students, then noting the word *kite*, which has the long *i*, silent *e* pattern. In the “Inflectional Ending *-ed*” lesson plan, the materials provide an Introduction and “Teacher Model” section. The materials guide the teacher to state the skill and purpose of the lesson: “Today, we will practice reading and spelling words with the *-ed* ending and sorting them according to which sound they make. We will also practice spelling some words with *-ed* endings.” The materials then guide the teacher to say the sounds *-ed* can make (*/d/*, */t/*, and */ed/*). Next, the teacher models, using the words *played*, *talked*, and *needed*.
- In the lesson plans for *Flora Helps*, the teacher is guided to introduce the skill for the day, which is *r*-controlled syllables. Next, the teacher reminds students that “an *r*-controlled syllable is a syllable with at least one vowel followed by an *r* where the vowel sound is ‘controlled’ by the *r*.” Then, the teacher uses letter tiles to make the word *sort*, models reading the word to students, and shares the word *sort* has four letters.

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

- The materials include opportunities for corrective feedback. Materials provide teachers with the *Prompting Guide* to be used during independent reading. Materials direct teachers to use the guide to address common breakdowns that occur when students practice reading. For example, in the lesson plan paired with the book *Myrtle’s Waddle*, the learning objective for the lesson indicates that students are to identify and read words with *Cle* syllables. On page three of the book, students must read the following sentence: “My waddle is frazzled for now,”

Myrtle cackled.” Materials provide teachers with immediate and corrective feedback found in the *Prompting Guide* to support students saying the incorrect sound for the *Cle* syllables with a question such as, "Use your finger to tap the sounds as you read." Teachers can also model for the students by saying the word for the student and having the student echo it back. The materials do not include opportunities for immediate feedback during daily lessons.

- In the “Phonics Review” section of the lesson plan *Breakfast Dread*, the materials guide the teacher to remind the students, "the vowel team *-ea* makes the long *e* sound. The next common sound vowel team *-ea* makes is the short *e* sound as in *bread*. The vowel team can also make the long *a* sound as in *great*." In step 2, the teacher is guided to write *head* on a whiteboard, say the word *head*, reading the vowel team *ea* with a long *e* sound while students listen. The materials guide the teacher to say, "The vowel team *-ea* usually says /ē/. That doesn't sound right, so I have to try the next common sound it makes /ě/."

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

- The materials contain lesson plan materials that provide students with an opportunity to practice independently in the “Independent Reading” section of the lesson plan. For example, in the lesson plan for *June's Friends*, students are instructed to work independently to find words in the book that have the long *u* or long *e* sound. In the “Introduction” section of the lesson plan *Ginny in the City*, the materials provide guidance in step 3, “Partner Reading Word Practice.” Instructions state that each student pair write 5-6 words using soft *c* and 6 on index cards. Then, the students take turns reading the words and identifying the phonics skill.
- The materials include a variety of opportunities for students to practice through collaborative learning. For example, the materials provide directions for students to read the text *Nighttime Skies* independently. During writing, the materials guide the teacher to dictate a sentence to students: "The stars are bright on this night. The girls tried to see a comet. They look for any sight of the mighty galaxy." During “Independent Reading,” the teacher guides the students to find words and share them with a partner. Within the writing section of the lesson, the materials provide directions for students to share their sentence dictation with a partner.

Phonics Rule Compliance

4.3	Ongoing Practice Opportunities	5/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	1/2
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 practice activities throughout the curriculum but do not include intentional cumulative review throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate the 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 intentional practice activities throughout the curriculum. For example, in Sets 26-29, the “Phonics Review” section of the lesson plan guides the teacher to remind students of the rule for silent e. Then, move the students into new learning with words with long *a*, *e*, *i*, *o*, and *u*. This happens again in Sets 31-34. The materials guide the teacher to remind students of the concept of *r*-controlled syllables. Then, move the students into new learning with *r*-controlled syllables.
- The materials include review in the lessons. For example, in the lesson plan *Nighttime Skies*, the materials guide the teacher to begin the lesson with a review of vowel teams by stating the definition of a vowel team. The materials provide guidance for teachers to give students directions to use letter tiles to build words, reinforcing their understanding of the phonics rules. Students participate in group discussions about the text after reading, revisiting key concepts and vocabulary, which helps reinforce their learning through collaborative practice.
- While the materials include references to previously taught skills within a single lesson, these references are not intentional and are only referring to skills taught that week. Cumulative review is not intentionally integrated throughout the curriculum.

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

- Materials continue to build on previous skills taught in grade K and grade 1. For example, lessons supporting instruction with digraphs began in grade K and continued into grade one lessons. Grade 2 lesson materials build on that foundation with the lesson *Mitch the*

Hedgehog, where the lesson objective is for students to, "identify and read words with trigraphs *-tch* and *-dge*."

- In the "Writing Application" section of the lesson plan *Out of Thin Air*, the materials guide the teacher to have students create multisyllabic words with the ending *-ough*. This is aligned with the skill taught in *Out of Thin Air*, "Students will identify and read multisyllabic words and the sounds of *-ough*."

Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts incorporate cumulative practice of taught phonics skills. For example, in the "Independent Reading" section of the lesson plans for the story in Set 43: *The Loud Growl*, the materials guide the teacher to have students independently read aloud or whisper read. The learning objective for the lesson is for the students to identify and read words with diphthongs *-ou* and *-ow*. This skill is covered in the decodable text with the words *loud, growl, house, rowdy, crowd, down, proud, bounced, count, shouted, outside, ground, mound, power, cower*, and other words containing the diphthongs *-ou* and *-ow*. Based on the grade 2 "Phonics Progression" chart, the decodable also includes previously taught skills such as but not limited to the word *fort* taught in Set 32, the word *dark* in Set 31, and the words *sleep, asleep, and sheets* in Set 36.
- Materials provide structured sequenced support to ensure that the content and skills found in the JRR decodable books incorporate the cumulative practice of current and previous phonics skills. For example, all decodable books follow the same design pattern, text is always placed on the left page of each book, and pictures are on the right page. The content on the left side contains only taught phonics skill words and high-frequency words. Teachers can view the lesson plan and the decodable book to identify and verify the incorporation of taught skills. For example, in the lesson plans for *Kat's Book* in set 41, the vocabulary used is: *book, look, root, stood, bloom, cookie, and choose*. The words are the same as the words used in the letter tile activity in the "Phonics Review" section of the lesson plan and tied to the lesson plan objective, "identify and read words with the vowel team *-oo*."

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

- Materials include opportunities for practice in isolation and connected text. For example, in the lesson plan paired with the decodable book *Nerve*, teachers can view directions in the "Phonics Review" section to guide students in reading words with *r*-controlled syllables. The teacher models reading the word *rider* by stretching out the sounds and using an Elkonin Box to write the letters for each sound. Then, students have practice opportunities to build words the teacher says. During the "Guided Practice" section of the lesson, students practice with a line of text from the book, then read the book, which includes more words to practice with *r*-controlled vowels.
- The materials include opportunities to review phonics in isolation. Each lesson begins with an introduction that instructs teachers to introduce the phonics concept for the week to

students. For example, in the text *Nerve*, the teacher reviews *r*-controlled vowels. Then, the teacher models building and reading words with the skill and allows students time to practice.

- The materials include guided practice opportunities in connected text. Each lesson plan for the decodable readers in the materials has a “Guided Reading” instructional lesson plan. The teacher instructs students to read the text for the week. For example, in the lesson *Into a Book*, the teacher asks students to read the sentence, “‘Did you ever want to jump into a book?’ Bert asked his sister,” then read the rest of the story, practicing words with the phonics skill.

Phonics Rule Compliance

4.4	Assessment	5/7
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.	0/2
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 do not 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 provided in the *Progress Monitoring Guide* allow teachers to monitor student progress and understanding. The materials include a “Baseline Assessment Sheet” that assesses “Phonics: Blending Sounds and Segmenting Words.” It also assesses “Fluency” and “Comprehension.” These are aligned with grade 2 TEKS. The materials guide the teacher to listen to each student read aloud from their *Just Right Reader* Decodable and record the phonics skills, fluency, and initial comprehension skills on the “Baseline Skills Sheet.”
- The materials include a variety of assessment tools that are developmentally appropriate. The materials include a “Phonics Skills Checklist” and “Comprehension Check Form.” The “Phonics Skills Checklist” assesses “Phonics Skills,” “Alphabet Knowledge,” “Phonemic Awareness,” “Phonics Rules,” and “Sight Words.” The materials include a “Skills Checklist” for the teacher. The teacher is guided to use the “Phonics Skills Checklist” while listening to the student read during the “Baseline Assessment” to document mastery of phonics rules. The “Comprehension Check Form” assesses the summary of the main idea, response to inferential questions, and predictive thinking. These are aligned to grade 2 TEKS. The materials guide the teacher to use the “Comprehension Check Form” on Friday. The teacher orally asks the questions from the week's passages and the student responds.
- In the “Differentiation” section of the lesson plan, *The Race*, the materials guide the teacher to use the “Reading Workouts” for strategies to address common decoding challenges and document using the “Small-Group Reading Observation Form.” The “Weekly Overview” for Weeks 24-30 lists instructional strategies and the lesson plan, *The Race* falls within these weeks. “Secret Word” is the decoding strategy the materials guide the teacher uses for

decoding challenges. In step 1, the materials guide the teacher to tell the students they have a mystery word and then segment the word. In step 2, the materials guide the teacher to have students blend the sounds to guess the word and provide hints as needed. Then in step 5, the materials guide the teacher to extend the practice by having the students think of a word with the phonics skill and provide clues to the other students.

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

- In the *Teacher Edition*, the materials provide a *Progress Monitoring Guide*. The guide includes clear, consistent directions for teachers to follow. In Step 2, the materials include guidance on the baseline assessment. The materials guide the teacher to have each student read aloud from their *Just Right Reader Decodable* and record their phonics skills, fluency, and initial comprehension using the “Baseline Assessment Sheet.” The teacher is instructed to use the “Phonics Skills Checklist” to document each student's mastery of phonics rules including phonics skills, alphabet knowledge, phonemic awareness, sight words, phonics rules, and additional observations.
- In the *Teacher Edition*, the materials provide a *Progress Monitoring Guide*. The guide gives step-by-step directions for teachers to follow. Step 3 includes weekly monitoring guidance. The materials guide the teacher to assess phonics on Monday by listening to the student read a new section from the decodable. Then, observe and record phonics applications on the “Reading Observation Form.” On Wednesday, the materials guide the teacher to assess fluency by performing a timed reading of a previously read passage. On Friday, the materials guide the teacher to assess comprehension with targeted questions from the week's passage.

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

- The materials include progress monitoring materials used to measure student acquisition of phonics skills. For example, in Step 3: Weekly Monitoring in the *Progress Monitoring Guide*, the materials guide to assess students' phonics skills on Monday. The materials guide the teacher to assign a new section of the Decodable. Then, observe and record the student's phonics applications on the “Reading Observation Form.” These tools are not grade-level specific and all grades have identical formats in K–2.
- In the “Independent Reading” section of the lesson plan, *I Know What to Do*, the materials guide the teacher to have students read independently and listen to the students read and, as needed, use the *Prompting Guide* and take notes using the “Reading Observation Form.” Located in the *Teacher Edition*, the *Prompting Guide* gives modeling instructions for teachers to respond to common breakdowns during the reading process. For example, if a student makes a high-frequency word error and struggles to pronounce the word in the text the *Prompting Guide* suggests teachers ask questions such as, “Remember, this is a unique word. Try reading again.” The materials also give the teachers a more targeted prompt for the students by saying, “The letters ____ make the sound ____.” The *Prompting Guide* together with

the “Reading Observation” can be used to monitor progress, however, these do not systematically and accurately measure the grade-level phonics skills.

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

- The materials provide assessment opportunities across the span of the school year. In Step 3: Weekly Monitoring of the *Progress Monitoring Guide*, the materials guide the teacher to assess “Phonics” on Monday, “Fluency” on Wednesday, and “Comprehension” on Friday. The materials include a “Phonics and Fluency Monitoring Form,” a “Phonics Skills Checklist,” and a “Comprehension Check Form” for teachers to record student skill progress.
- The materials include a monthly opportunity to monitor progress. For example, in Step 4: Monthly Review of the *Progress Monitoring Guide*, the materials guide the teacher to evaluate student progress at the end of each month by analyzing the data from the weekly forms. Teachers are guided to adjust reading levels based on their monthly performance.
- The materials include a tool to monitor progress and notate next steps for the following school year. In Step 6: End of Term Reflection of the *Progress Monitoring Guide*, teachers gather and review all progress data at the end of the year to evaluate overall student progress. Teachers are then guided to use insights from the term review to “outline the next term’s instructional focus, interventions, and potential progression in reading materials.”

Phonics Rule Compliance

4.5	Progress Monitoring and Student Support	5/6
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.	2/2
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 the frequency of progress monitoring based on students' strengths and needs. Materials do not include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

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

- The materials provide a “Small-Group Reading Observation Form” for teachers to track individual student progress and make appropriate instructional decisions to accelerate instruction. For example, in the “Formative Assessment” section of the lesson plan, *U: A Short u Sound Letter Book*, the materials guide the teacher to take notes on the “Reading Observation Form” during “Independent Reading.” This form allows teachers to write the student's name and observations, and provide the next steps. For example, the materials ask, “What does the student need next?” The teachers write specific observations for phonics, decoding, fluency, comprehension, and writing.
- The materials provide a “Baseline Assessment” sheet that guides teachers to determine what a student can or cannot do by reading a *Just Right Reader* decodable. For example, the teacher can observe the student’s ability to connect letters and sounds, blend sounds, and segment words. Teachers can assess fluency by recording the number of words read in one minute and assess comprehension by asking Who, What, When, and Why questions.

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

- The materials include for both formative and diagnostic assessments a “Collecting and Analyzing the Data” chart. This chart labels each assessment tool as either student or student/class. The chart also states the purpose for each tool. The tools can be used to track and analyze patterns and the needs of students.
- The materials recommend graphing student data to better analyze patterns and needs of students. Graph templates are provided to support teachers in organizing their data. For example, the “EN Summative Assessments Class Graph” includes each text set and the skills specific to each set. Teachers enter percentages of mastery. This visual gives teachers the ability to track overall student performance.

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

- The materials include a *Progress Monitoring Guide* in the *Teacher Edition* with step-by-step guidance to monitor student growth. The materials include a schedule for administering weekly progress monitoring in “Step 3: Weekly Monitoring.” Teachers are guided to assess students on Monday using the “Phonics Assessment.” The teacher assigns a new section from the “Decodable” for the week and observes and records phonics applications on the “Reading Observation Form.” On Wednesday, teachers use the “Fluency Check.” The materials guide the teacher to perform a timed reading of a previously read passage. On Friday, teachers are guided to use the “Comprehension Assessment.” The materials guide the teacher to test comprehension with targeted questions from the week’s passages.
- The materials provide an “Assessment Timetable” for each grade level. This table provides the assessment type and name, resource level (i.e., unit, lesson, course), assessment audience, frequency, and when to schedule the assessment throughout the course of the materials. Within the table is included the “Mastery Measures” formative assessment which is specific to student needs. The frequency of this assessment is determined by mastery and is shown in percentages. Formative (in the moment) assessments are daily throughout sets 11-44. Specific guidance found in the *Assessment Guide* in “Figure 1: Types and Purposes of Assessments” states that teachers use data to adjust instruction to provide targeted, differentiated support and enrichment based on students' strengths.

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

- Materials do not include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.
- The materials provide a “Small-Group Reading Observation Form” in the *Teacher Edition*, which includes a section for the “Date,” “Reading Group,” “Book Title,” “Student Name,” “Observations,” and “Next Steps” in “Phonics,” “Decoding,” “Fluency,” “Comprehension,”

and “Writing.” The materials guide the teacher to use this observation form during “Independent Reading” to track student progress. However, the materials do not include guidance on how teachers may accelerate learning based on the progress monitoring data to reach mastery of specific concepts other than adjusting reading levels.

- In Step 4 of the *Progress Monitoring Guide*, teachers are guided to perform a monthly review of student progress. Teachers are guided to analyze student data from the “Small-Group Reading Observation Form,” the “Phonics and Fluency Checklist,” and the “Comprehension Checklist” and input information into a “Monthly Progress Report” template. While the materials guide teachers to adjust student placement based on monthly performance, they do not provide any reference or chart to adjust reading levels.

Foundational Skills

5.B.1	Oral Language Development	10/21
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)	4/4
5.B.1c	Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)	6/9

The materials do not include explicit and systematic instructional guidance on developing oral language and oracy through a variety of methods. Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities for students to listen actively, engage in discussion to understand information, and share information and ideas, but do not include authentic opportunities for students to ask questions to understand information, and share information and ideas.

Evidence includes, but is not limited to:

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

- The materials do not include explicit and systematic instructional guidance on developing oral language in a variety of ways. The materials include step-by-step lesson plans that guide teachers in literacy activities. For example, in the lesson plan for *Kat's Book*, the materials provide a script to use letter tiles to make the word *book*. The teacher explicitly tells students what they will be doing with the letter tiles, then models building the word and drawing student attention to how many letters the word has. Then, students practice building the word *moon*. The teacher asks students questions such as, "What letters did you need to build the word?" The materials provide additional guidance for students to continue to build words with the vowel team -oo and read the words aloud with a partner. The lesson plans do not include explicit (direct) and systematic instructional guidance on developing oral language and oracy through various instructional methods.
- Materials include systematic instructional guidance on developing decoding skills. For example, in the grade 2 book, *The Great Plum*, the materials guide the teacher to hand out copies of the book and introduce the text. Next, materials guide the teacher to model text reading on page 9 by directing the students to find a word with the vowel team -ea (short e) on the page and put their finger on it, reading the word for the students, then asking students to practice reading the word. Then, the teacher guides students to read "Is it ready now?" together. During "Independent Reading," teachers are guided to use the *Prompting Guide* where needed. For example, if the teacher hears the student struggling with a longer word in the text, the teacher can prompt the student by having them break apart the word into

syllables and then slide through each syllable. If the student continues to struggle, the teacher can prompt by having the student clap the syllables and try the word again. If the student continues to struggle, the teacher can say the word and then have the student echo it back. After reading, the teacher engages students in a group discussion about the story, asking questions such as “Why does Great Panda watch the plum until it is ready?” The materials do not include explicit and systematic guidance for teachers to engage students in oracy.

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

- The materials provide opportunities for students to engage in academic communication for different purposes and audiences. In the “Writing Application” section of the lesson plan for *Fearless Knight*, instructions guide students to write three things that happened in the group. Then, students will share the three things that happened with a partner. In the “Reading Review” section of the lesson plan *The Really Bad Year*, the materials provide questions such as “What kind of things happened to make the boy have a bad year?” Students share their answers with the group.
- The materials provide opportunities for students to engage in social communication for different purposes and audiences. After “Independent Reading” in the lesson plan for *Flutter Bird's Chirp*, the materials guide the teacher to ask students, “What lesson can we learn from Flutter Bird?” Students share their thoughts aloud with the group. In the “Writing Application” section of the lesson plan for *What's Wrong?* students are asked to individually write about what they want to be when they grow up and why in five or more sentences.

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 include opportunities for students to listen actively to share information. For example, In the “Phonics Review” section of the lesson plan, *Breakfast Dread*, students share what they have learned after listening actively to their teacher explain and model the phonics skill. The materials guide the teacher to provide students with 5-6 words with the vowel team -ea on index cards. Students work with a partner to read the words and identify the phonics skill. The materials do not have evidence of opportunities for students to listen actively to share ideas.
- In the “Phonics Review” section of the lesson plan, *Karla's Shark Party*, the materials include opportunities for students to listen actively to understand information. In step 1, the materials guide the teacher to say the skill and have students recall their previous learning with r-controlled syllables. Then in step 2, the materials guide the teacher to write the word *card* on a whiteboard and have the students listen to the teacher stretch the sounds in the word card. The teacher and students then say the word *card* together. The materials do not have evidence of opportunities for students to ask questions.
- In the lesson materials for the grade two decodable book, *June's Friends* guides teachers to ask questions to engage in discussions to share ideas. The teacher asks, “What are some

characteristics that make Steve and Jude good friends?" In lesson plans for the grade 2 book, *A Moonlight Lark*, in the "Writing Application" section, the materials ask students to write five or more sentences about a time they went swimming and share with the group. The materials do not have evidence of opportunities for students to engage in discussions to understand or share information. The questions posed in the materials are directed toward teachers asking students to share ideas or information.

Foundational Skills

5.C.2	Letter-Sound Correspondence	22/30
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)	18/24

The materials explicitly 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 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 their understanding of applying letter-sound correspondence to decode one-syllable and multi-syllable words in isolation. Materials do not include a variety of activities and resources for students to develop, practice, and reinforce applying letter-sound correspondence to decode one-syllable and multi-syllable words in decodable connected text.

Evidence includes, but is not limited to:

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

- In the lesson plan for the book *The Big Escape*, the materials include a lesson plan that focuses on the skill for “Long *a* with Silent *e*.” In the “Phonics Review” section, the teacher first reviews the pattern and then teaches students how to stretch sounds with the vowel *a* and silent *e* to decode words. Later, building on that skill, the materials provide “Guided Practice” using long vowel *a* with silent *e* with the decodable book, reading a sentence together, and then students independently reading the book. Teachers engage in a “Reading Review” with the students that includes identifying words in the book with the long *a* sound, then practice reading more words with the same pattern during “Writing Application.”
- In Set 48 of the “Phonics Review” section in the lesson plan, *The Big Trip*, the materials provide a scripted lesson that allows for the application of basic encoding. In section 1, the materials guide the teacher to introduce the skill, vowel controlled *r* with long *a* and *e*. Then, show the students a picture of a year and say the word *year*. The materials guide the teacher to say, “There are three sounds in this word, but there are four letters.” The teacher stretches the sounds and guides, having the students identify each letter and sound in the word *year* as the teacher writes the letters in the Elkonin boxes. The teacher is instructed to do the same

process with the word *fair*. Then students practice segmenting sounds and writing the letters for other words with the same pattern using Elkonin boxes.

- Materials directly, explicitly, and systematically introduce letter-sound relationships in an order that allows for the application of basic decoding skills. In the grade 2 “Phonics Progression Chart,” the materials provide an overview of the skills covered in each set. In sets 26-30, the materials provide lessons and decodables for the final e (VCe) and trigraph review. In sets 31-34, the materials provide lessons and decodables for *r*-controlled words. In set 35, the materials give lessons and decodables on words ending in *y*. In sets 36-40, the materials provide lessons and decodables for vowel teams and diphthongs. In sets 46-50, the lessons and decodables cover consonant *-le* syllable, soft *g* and *c*, long *a* *r*-controlled vowels, multiple sounds of *ough*, and silent letters. In sets 51-55, the materials provide lessons and decodables for a “Fiction Series” that focuses on “Prefixes & Suffixes.”
- The materials provide lessons that explicitly address the letter-sound relationship in encoding. The materials include a “Spelling” grade 2 section. In the lesson plan, the materials provide a learning objective, Students will write/form words from letters. A “Key Skills” section that gives information on what the student must do. Students must isolate, blend, segment, and manipulate phonemes and graphemes. The lesson plan also includes a “Materials and Preparation” section. In this section, the materials guide the teacher to instruct students to spell with letter tiles and the “Spelling List.” The section also includes a “Say It, Tap It, Write It, Check It” activity for the students to encode words. Both activities include three steps using the gradual release process of “I Do, We Do, and You Do” and guide the teacher with a script. The materials include a grade 2 “Spelling List” with one- and multi-syllabic words with closed syllables, open syllables, VCe syllables, *r*-controlled syllables, vowel teams, contractions, final stable syllables, compound words, silent letters, and abbreviations.

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

- Materials include guidance for the teacher to provide direct and explicit instruction focused on connecting phonemes to letters within words. In Set 47 of the “Phonics Review” section in the lesson plan, *A New Job for Geoff*, the materials provide a scripted lesson. In section 1, the materials guide the teacher to introduce the skills of soft *g* and *c*. Then, show the students a picture of the word *center* and say the word *center*. The materials guide the teacher to say, “There are five sounds in this word, but there are six letters.” The teacher stretches the sounds and guides, having the students identify each letter and sound in the word *center* as the teacher writes the letters in the Elkonin boxes. The teacher is instructed to do the same process with the word *center*. Then students practice. The materials provide a *Prompting Guide* that is generalized to decoding or fluency errors when reading and provides scripted prompts for the teacher to provide feedback during the lesson. For example, if the student has a decoding error where they say the incorrect sound or miss a sound/word then the prompting guide gives scripted instructions for teachers to provide feedback. The materials guide the teacher to say, “Use your finger to top the sounds/words as you read. What does the

letter/word say? Slide through each sound." The materials do not include recommended explanatory feedback for students based on errors and misconceptions.

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

(S)

- The materials include a variety of resources and activities to develop an understanding of applying letter-sound correspondence to decode one-syllable and multi-syllable words in isolation. For example, in the “Phonics Review” section of the lesson plan, *Breakfast Dread*, the materials guide the teacher to state the skill, vowel team *-ea*, and then explain the sounds vowel team *-ea* can make with keywords. Lastly, the teacher models for students how to try the different sounds of *-ea* to accurately read the word *head*. In the lesson plans for *Mr. Pickle* in set 46, the teacher introduces the concept of *Cle* syllables and builds the word *simple* with letter tiles.
- The materials include a variety of resources and activities to practice and reinforce understanding of applying letter-sound correspondence to decode one-syllable and multi-syllable words in isolation. In the “Phonics Review” section of the lesson plan, *Adora Explores* in set 32, the materials guide the teacher to state the skill and link the skill to a previously taught skill, *r*-controlled syllables in step 1. In step 2, the materials guide the teacher to use a T-Chart for *-or* sound and *-ar* sound to sort words on index cards, then students continue to sort and read words provided by the teacher. In the lesson plans for *Mike's Not So Fine Day* in set 27, the materials guide the teacher to use Elkonin boxes to segment words with long *i* and silent *e* and write the letters for each sound.
- “Reading Workouts” activities such as “Phonics Go Fish” allow practice and reinforcement of a skill students have learned. For example, in the lesson *Mr. Pickle*, the teachers would create a set of cards with *cle* syllables that include the words: *buckle*, *ramble*, *stable*, *hassle*, *uncle*, and *sparkle*. A student asks another if they have a certain word on their card and if they don't they have to “Go Fish.” With multiple lessons covering the same skill in each set, students can reinforce their understanding of the letter-sound relationship covered in the lesson.
- The materials include decodable readers practice and reinforce the application of letter-sound correspondence to decode one-syllable and multisyllabic words in context. For example, the text in *June's Friends* allows students to practice long *u* silent *e* words in context. In *Baseball with Grandfather* in set 49, students practice words with multiple syllables within the context of a story. Most concepts covered in grade 2 have at least two lessons with decodable stories, so reinforcement of the phonics skill can occur. Although the materials include decodable readers to develop, practice, and reinforce letter-sound correspondence to decode one-syllable words in context, there are no other activities or resources available to the teacher for the development of letter-sound correspondence in context.

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 begin with simple skills and larger units of sound and gradually transition to more complex skills and smaller units of sound. Materials do not include explicit 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 for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).

Evidence includes, but is not limited to:

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

- The materials include phonological awareness activities aligned to grade 2 TEKS. However, the order in which phonological awareness activities are presented is not systematic, nor does it begin with simple skills and gradually move to more complex skills and small units of sound.
- The materials include a “Short & Long Vowel Sort” in the “Additional Lesson Plans” section of the *grade 2 Navigation Guide*. The materials guide the teacher to use a T-chart to sort picture cards of long and short vowel sounds. The materials guide the teacher to say the target word and show the picture, then have students answer if they hear the long or short vowel sound. An added extension of a word sort distinguishing between long and short vowels in multi-syllabic words is included in the less. The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS.
- The materials include a list of “Instructional Strategies” to be used in the “Weekly Overview” called “Reading Workouts.” The materials reference the “Reading Workouts” in the

“Differentiation” section of each lesson plan. For example, in weeks 1-4 and 31-36 plans reference teachers to use the activity “Blend It,” where the teacher segments a word into its onset and rhyme and students blend the sounds to make the word. In weeks 5-9, the plans reference the activity “Clapping Syllables.” In “Clapping Syllables,” the teacher says a word and students clap each syllable in the word. In weeks 10-23, the reference of the plan “Does it Rhyme?” In “Does it Rhyme?” The purpose is for students to recognize rhyming words. The extension mentioned in “Does It Rhyme?” where students produce their own rhyming words, aligning with grade 2 phonological TEKS. In Weeks 24-30 plans reference the activity “Odd One Out.” The purpose of “Odd One Out” is for students to identify a picture that does not begin with the target sound. The order of skills in “Reading Workouts” does not go from simple to complex.

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

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

- Materials include direct and explicit instruction for teaching phonological awareness skills. The materials guide the teacher to strategies that employ the gradual release of responsibility model (I do, we do, you do). In the “Phonics Review” section of the lesson plan for *Into a Book*, the materials suggest the teacher use a T-chart to sort words on index cards. The materials guide the teacher to say the word *fern* as she says the word slowly and stretches out the vowel sound, emphasizing the *-er* sound. The teacher then works with the students on the word *torn*, asking the students to say the word slowly together and stretch the vowel sound. They put the word in the *-or* column. The students then continue sorting words on index cards. The materials do not include recommended explanatory feedback for students based on common errors and misconceptions.
- In the “Independent Reading” section of the lesson plan, *Yes!* in the “Early Decodables” section of the *Teacher Edition*, the materials guide the teacher to listen to students read aloud or by whispering and use the *Prompting Guide* when the teacher determines the need to give additional support for students in need. *Prompting Guide* guidance includes a listing of possible miscues or errors in reading. The *Prompting Guide*, located in the *Teacher Edition of Just Right Readers*, includes specific prompts for decoding, fluency, multi-syllabic words, high-frequency words, not yet decodable words, and writing. The *Prompting Guide* provides the skill, a description of student error, a prompt and more targeted prompt, and a model the teacher can use. The *Prompting Guide* includes a column listing more targeted prompts. The guide does not provide prompts for students needing support with phonological awareness.

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)

- In the “Reading Workouts” section of the *Teacher Edition*, the materials provide four strategies for “Phonological Awareness” practice. The materials reference the “Reading Workouts” in

the “Differentiation” section of each lesson plan. In weeks 1-10 and 33-34, the “Weekly Overview” refers teachers to use the activity “Blend It” where the teacher segments a word into its onset and rime and students blend the sounds to make the word. In weeks 11-12, the “Weekly Overview” references the activity “Clapping Syllables.” In “Clapping Syllables,” the teacher says a word and students clap each syllable in the word. In weeks 13-22, the “Weekly Overview” references the activity “Does it Rhyme?” In “Does it Rhyme?” the purpose is for students to recognize rhyming words. In weeks 23-32, the “Weekly Overview” references the activity “Odd One Out.” The purpose of “Odd One Out” is for students to identify a picture that does not begin with the target sound. The materials do not include a variety of activities or resources for students to develop, practice, and reinforce phonological skills connected to grade-level TEKS (through cumulative review).

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	6/13
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)	2/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3)(S)	4/6

The materials do not include a systematic sequence for introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes, and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials do not include explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop and practice phonemic awareness skills but not reinforce (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 include phonemic awareness activities that begin with identifying phonemes. Blending phonemes and segmenting phonemes are interchangeably used throughout the lesson plans. For example, lesson materials for the decodable book *Nerve* guide teachers to use Elkonin boxes to write and segment words. Materials guide the teacher to hold up the word *rider*, say the word, and tell students there are four sounds as she stretches the sounds and writes the letters for each sound in one of the four boxes provided. Materials guide teachers to tell students there are four sounds and four boxes because the *e* in *rider* is *r*-controlled so the two letters make one sound and repeat the process with the word *skater*. Materials guide the teacher to have students continue to practice using the Elkonin boxes to write letters for the sounds they hear in words such as *number*, *clever*, *person*, *over*, and *term*. 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.

- In the “Phonics Review” section of the lesson plan, *Nighttime Skies* in Set 39, the materials guide the teacher to segment sounds in words with *igh*. The materials guide the teacher to use letter tiles to make the word *night*. Then, the materials guide the teacher to say, “Today, we will use a word we know to build a new word. The first word has five letters in it. This is the word *night*.” Then, the materials guide the teacher in having students change the first letter in the word *night* to make the word *bright* and share the letters that were changed to make the new word. The materials then guide the teacher to have the students make the word *fright* and continue to have students build words *right*, *light*, *flight*, and *fight*. The materials do not include a systematic sequence for introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes to more complex manipulation practices.

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)

- In the “Independent Reading” section of the lesson plan, *Lunch at The Wharf* in Set 15 of the *Teacher Edition*, the materials guide the teacher to listen to students read aloud or by whispering and use the *Prompting Guide* to give feedback and additional support for students in need. The *Prompting Guide* is also referenced in the “Weekly Overview.” The *Prompting Guide* lists possible miscues or errors and a column listing more targeted prompts and directions for teacher modeling (corrective action). The first column of the prompting guide materials lists common breakdowns specifically grouped and identified under the headings “Decoding,” “Fluency,” “Multi-syllabic Words,” “High-Frequency Words,” “Not Yet Decodable Words,” and “Writing.” The *Prompting Guide* does not have prompts for students who need support in phonemic awareness.
- The materials include explicit instruction for teaching phonemic awareness. In the Set 35, grade 2 book, *The Funny Party*, the materials guide the teacher to practice reading words with digraph *ph* and “Words Ending in *y*.” The materials guide the teacher to write *baby* on a whiteboard, say the word, stretch the sounds, and read the word with the students. The teacher writes 5-6 words ending in *y* on index cards. The students take turns reading words and identifying the phonics skills with possible words: *silly*, *funny*, *my*, *cry*, *empty*.

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

- Materials include direct and explicit 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. In the lesson plans for the book, *Retreat at the Creek*, the materials guide the teacher to practice reading words with vowel teams *-ea*, *-ee*, *-ey*. The teacher writes *creek* on a whiteboard, says the word, stretches the sounds, and reads the word with the students. The teacher gives students 5-6 words using the vowel teams *-ea*, *-ee*, *-ey*. The

students take turns reading words and identifying the phonics skills with words such as *honey*, *cheek*, *leave*, *flee*, *hockey*, and *eager*.

- In the “Phonics Review” section of the lesson plan, *Nerve*, the materials guide the teacher to use Elkonin boxes to segment and spell words. The teacher holds up a picture of the word *rider*, and then shares that the word *rider* has five letters and four sounds. Next, the materials guide the teacher to say, “There are four boxes because the e is r-controlled, so they make one sound.” The teacher places one letter in the first three boxes but adds *er* in the fourth box since *-er* represents one sound. Then guidance is provided to model again with the word *skater*. Then, the teacher directs the students to build words such as *number*, *clever*, *person*, *over*, and *term* using Elkonin boxes.
- In the lesson for the book *The Awesome Knight*, materials guide teachers to use letter tiles to form the word *draw*. The teacher tells students that the word *draw* has four letters, and then to read the word *draw* as students watch the teacher build the word with letter tiles. Materials guide teachers to have students repeat the process to build the word *launch*. Then, students continued to practice building words with the different vowel teams making the short o sound such as *raw*, *maul*, *daughter*, *lawn*, *gaunt*, and *caught*.

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

- The materials include activities to develop and practice phonemic awareness skills. In the “Reading Workouts” section of the *Teacher Edition*, the materials provide strategies for phonemic awareness. A strategy included in the “Reading Workouts” is Elkonin Boxes. The purpose of the Elkonin Boxes is to segment words and connect letters to sounds. In step 1, the materials guide the teacher in pronouncing a target word and stretching the word out by sound. Then in step 2, the materials guide the teacher to draw a box for each sound and segment the word by its phonemes. In step 4, the materials guide the teacher to slide a chip, object, or letter(s) into each box to represent each sound. The materials do not provide a week of cumulative review in the *Teacher Edition*. The materials do not include a variety of activities and resources for students to reinforce phonemic awareness skills through cumulative review.
- In each grade level, the lessons include additional resources for teachers to use as practice for students. One of the lessons instructs students to blend and segment phonemes. The teacher says, “Today, we will practice blending sounds. This will help us read words. I will say separate sounds and you will put them together.” The materials then provide guided practice for the teacher to choose the skill that meets students' needs and includes two sounds, three sounds, initial consonant blends, final consonant blends, and initial and final consonant blends. The materials do not guide what specific decodable reader or lesson to use the lesson in. The materials do not include a variety of activities and resources for students to reinforce phonemic awareness skills (through cumulative review).

Foundational Skills

5.E.1	Sound-Spelling Patterns	14/16
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1)(T)	1/1
5.E.1c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1)(T)	4/6
5.E.1d	Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3)(S)	8/8

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

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials provide a systematic phonics progression chart and a pacing guide for introducing students to grade-level sound-spelling patterns in the aligned decodable book lessons and texts. The grade 2 “Phonics Progression” in the *Teacher Edition* includes lessons with final e and trigraph review in Sets 26-30. Then in Sets 31-34, the focus is on “R-Controlled and Inflectional Endings,” and in Set 35, the focus is on “Words Ending in y and Digraph ph.” Sets 36-45 include lessons on long vowels, vowel teams, and diphthongs. In Set 46, the materials include lessons on the consonant *-le* syllable, and in Set 47, soft *c* and *g*. Then in Set 48, long *a*, *r*-controlled vowels, Set 49, multiple sounds of *-ough*, Set 50, silent letters, and Sets 51-55 include a fiction series with prefixes and suffixes.
- Materials provide a deliberate sequence of opportunities for teachers to guide students in using their knowledge of sounds and their corresponding letters as students develop decoding and encoding skills. The materials include resources in the weekly decodable lesson plans. For example, in lesson plans for *Retreat at the Creek*, the teacher introduces words with vowel

teams *-ea*, *-ee*, and *-ey*. The teacher models this for students by writing *creek* on a whiteboard and stretching the sounds while focusing on the sound the digraph makes. The students continue their practice of reading and writing vowel teams with a pattern.

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 a “Phonics Review” section in the lesson plan. For example, in the lesson plan, *Fossils at the Cove* in Set 28 of the *Teacher Edition*, the materials provide a script. The materials guide the teacher to state the skill and read words with long o with silent e. The materials then guide the teacher to write the word *bone* on the whiteboard and have students look at the word as the teacher stretches the sounds. Then, the teacher explains the rule, “The vowel o is long because e is at the end of the word.” The teacher and students read the word *bone* and partners read the words *rope*, *rose*, *cove*, *froze*, and *spoke*.
- The materials include detailed guidance integrating the teacher's actions for teachers to use during phonics instruction. These routines are consistent for each grade level and are aligned with the ELAR TEKS. The materials include specific terms, phrasing, and statements teachers can use during core instruction. The materials provide teachers with important points to emphasize about grade-level sound-spelling patterns. For example, in the lesson plan for the decodable book, *Adora Explores*, the materials guide the teacher to introduce the concept - “R-Controlled Syllables” and remind students what a r-controlled syllable is. The teacher guides the students through an activity with a T-chart to sort r-controlled syllable words on index cards. The teacher writes the word *born*, says the word, stretches the word and puts the word under the *-or* column. The teacher repeats the same procedure with the word *farm* with the students, placing it under the *-ar* column. Students then receive 3-4 picture cards with r-controlled syllables to sort in a T-chart, taking turns with a partner, stretching the sounds, and sorting them into the correct column. The materials provide the following possible words: ‘fort’, ‘star’, ‘north’, ‘chart’, ‘park’, and ‘storm.’
- In the “Phonics Review” section of the lesson plan, *Not Just Lunch* in Set 46, the materials guide the teacher to state the skill, of reading words with Cle syllables. The materials guide the teacher to show a picture of the word *able*. Then say, “This is *able*. There are three sounds in this word. Let's stretch the sounds and write the letter for each sound. We will use three boxes.” Then the materials guide the teacher to ask, “What is the first sound in *able*?” Then, students share and the teacher writes the *a* in the first box and continues with the rest of the sounds in the word *able*. The materials guide the teacher to model again with the word *bottle*, and then students continue to write the words (*doodle*, *pickle*, *sparkle*, *mumble*, *rectangle*, and *nestle*) using Elkonin boxes.
- The materials include direct and explicit instruction for grade-level sound-spelling patterns. For example, in Set 50 *The Fearless Knight*, the materials instruct the teacher to introduce the sound-spelling pattern for the */kn/* digraph. The materials guide the teacher in telling students the */kn/* sound and its spelling with the *kn* digraph. It includes guided practice where the teacher demonstrates how to read and write words starting with *kn*. The materials instruct students to practice reading a list of *kn* words, then write sentences using these words to reinforce the spelling pattern.

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 a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns. In the “Phonics Review” section of the lesson plan, *Not Just Lunch*, the materials guide the teacher in using Elkonin boxes. The materials guide the teacher to show the word ‘able’, then say, "This is able. There are three sounds in this word. Let's stretch the sounds and write the letter for each sound. We will use three boxes." Next, the materials guide the teacher to ask, "What is the first sound in ‘able’?" Students share and the teacher writes the a in the first box and continues with the rest of the sounds in the word. The materials guide the teacher to model again with the word ‘bottle’, and students continue to build and write words with Cle using Elkonin boxes.
- In the “Phonics Review” section of the lesson plan *On This Clear Day*, the materials guide the teacher in reading words with r-controlled vowels with long a and long e using a whiteboard. The teacher writes the word ‘clear’, then says the word, stretches the sounds, and then says the rule, "The vowel team ea makes one sound and changes slightly because of the letter r that follows the vowel team." The students say the word and stretch the sounds with the teacher. The student's partner read the words ‘hairy’, ‘pair’, ‘repair’, ‘ear’, ‘beard’, and ‘nearby’ on index cards and identify the phonics skill.
- The materials include additional resources focused on teaching second-grade students sound-spelling patterns. The resources include a spelling lesson for grade 2 students. The activities start with simple sound recognition (one-syllable words with closed syllables) and spelling tasks and gradually progress to more complex patterns (abbreviations).
- In the lesson plans for the book *June's Friends*, the teacher models for students by using letter tiles. Lesson materials guide teachers to use letter tiles to build the word ‘cube.’ The materials instruct students in building the word ‘mule’ using letter tiles. The students continue building words with long u silent e or long e silent e. Materials then guide the teacher to lead students in a guided and independent practice where students apply their new learning by finding and reading words with either long u or long e and silent e from the book, then students share the words with either long u or long e and silent e they identified during their reading. Although the materials include a variety of activities and resources for students, there is no evidence of cumulative review.

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

- The materials provide a variety of activities and resources to support students in decoding words in isolation, and supporting students with sound-spelling patterns. In the lesson *A Letter from Camp*, the materials guide the teacher in reading words with r-controlled syllables. The teacher uses a whiteboard to model writing the word ‘bird’ with the students. The teacher

models reading, stretching the word, and circling -ir. Students are given a highlighter and a prepared list of 5-6 words that use -ir or -ur and the students highlight the r-controlled syllables. On page 15 of the decodable book, students have 4 different activities, 1 in “Phonics Fun” - hunting r-controlled -ir and -ur words in a book, writing them down, and reading them with a friend. In the lesson, *The Funny Party*, the following activity under the “Phonics Fun” heading, materials guide students to look at the list of words, found on page 15. Students write each word on an index card and then sort the words into the sounds of y: long i or long e. In another example, materials on page 15 of the decodable book *Wrenly Reports the News*, guide students on a word hunt for words with silent letters gn, kn, wr, mb, and suffixes -less, -ful, and -ly. Students are guided to choose a book, write five words for each silent letter pair and suffix, and read the words they found to a partner.

- The materials provide a variety of activities and resources to support students in encoding words and supporting students with sound-spelling patterns in isolation. For example in the lesson *The Family Trip*, the materials include an activity where students are asked to write digraph -ph words from the story, helping them to understand the patterns they have learned. The materials include a “Spelling” grade 2 in the “Additional Lessons” section. The materials guide the teacher and instruct students to spell with letter tiles and the “Spelling List.” The section also includes a “Say It, Tap It, Write It, Check It” activity for the students to encode words. The materials include a grade 2 “Spelling List” with one-syllable words with closed syllables, one-syllable words with open syllables, one-syllable words with VCe syllables, one-syllable words with r-controlled syllables, one-syllable words with vowel teams (Including digraphs), and one-syllable words with vowel teams (Including diphthongs), multisyllabic words, silent letters, and compound words that allows for practice of newly learned or previously learned skills.
- The materials provide students with practice in decoding words with taught sound-spelling patterns in decodable connected text that builds on previous instruction. In Set 43 of the Independent section of the lesson plan, *The Loud Growl*, the materials guide the teacher to have students independently read aloud or whisper read. The learning objective for the lesson is for the students to identify and read words with diphthongs -ou and --ow. This skill is covered in the decodable text with the words’ loud’, ‘growl’, ‘house’, ‘rowdy’, ‘crowd’, and other words containing the diphthongs -ou and -ow. Based on the grade 2 “Phonics Progression Chart,” the decodable also includes previously taught skills such as but not limited to the word ‘fort’ taught in Set 32, the word ‘dark’ in Set 31, and the words ‘sleep’, ‘asleep’, and ‘sheets’ in Set 36. There are at least 2 titles of decodable readers that cover the same skill.
- In the “Writing Application” section of the lesson plan, *Brook's Books* in set 41, the materials guide the teacher in dictating the sentences, 'Brook was in a gloomy mood. Dad took Brook to look at books. Brook zooms home to use her new notebook.' The students write the sentences as the teacher dictates the sentence. The focus skill is vowel team -oo and the sentences include words with Final e (VCe) (home, use, notebook) taught in sets 26-30.

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include regular and irregular high-frequency words. Materials in the “Additional Resource” pages, found in the *Teacher Edition*, include a 200-word high-frequency word checklist. High-frequency word list materials begin the list with 75 one-, two-, and three-letter one-syllable words. Checklist materials continue the listing of one-syllable words increasing the number of letters in the words to four, five then six letters. Checklist materials then conclude the 200-word listing with two-syllable words building once again with three, four, six, seven, and eight-letter, two-syllable words. High-frequency words continue throughout the decodable books. Students can use the previously learned high-frequency words in lesson writing activities that prompt them to write to demonstrate comprehension of the books. The “High-Frequency Words” lesson plan is also included in the “Additional Lessons” plans for second grade. The “High-Frequency Words” lesson plan is a template for explicit instruction in teaching students to identify, read, and spell high-frequency words, including decoding for high-frequency words that are decodable.

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 encoding regular and irregular high-frequency words. In the “Additional Lessons” of the *Teacher Edition*, the materials provide a lesson plan for high-frequency words. Lesson plan materials provide a sequenced step-by-step process for teaching high-frequency words. The process in the lesson plan is “Look, Say, Spell, and Cover.” Preparation materials also guide teachers in pre-selecting words they are to teach from the HFWs list, found in the resource pages of the grade level TE. Materials include two step-by-step directions to guide teachers when teaching high-frequency words that do not follow common sound-spelling patterns.
- The “High-Frequency Words” lesson plan is a template for explicit instruction in teaching students to identify, read, and spell high-frequency words, including decoding for high-frequency words that are decodable. The lesson plan guides teachers in how to use a “Look, Say, Spell, Cover” methodology that includes recognizing non-decodable high-frequency words, decoding decodable high-frequency words, and encoding/spelling all the words. For high-frequency words that don’t follow the regular sound-spelling patterns, strategies such as drawing a heart under a tricky sound or pattern (e.g., The letter *a* in the word *was*) or highlighting the regular sound(s)/pattern(s) in one color and the “tricky” or irregular sounds/patterns in a different color are suggested. Other activities to reinforce decoding high-frequency words are available in the “Reading Workouts,” including “Phonics Go Fish” and “Racetrack,” which can be used with any group of high-frequency words. The “High-Frequency Words” lesson plan also provides tracking for teachers to track which words have been introduced.

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 a resource for students to practice skills in reading regular and irregular high-frequency words. For example, the *Prompting Guide* provides guidance for the teachers to address if students are struggling with decoding a high-frequency word when reading the decodable book. The teacher will prompt them by saying "Remember, this is a unique word. Try reading it again." The *Prompting Guide* gives a targeted prompt by saying, "The letters make the sound /__/." The teacher then models by having students read the word and having students echo the word. The *Prompting Guide* is the same for grade K, grade 1, and grade 1. The materials include an activity to develop and practice skills to encode regular and irregular high-frequency words. In the “Additional Lessons” of the *Teacher Edition*, the materials provide a lesson plan for high-frequency words. The teacher guides the students by saying, "I am going to show you how to read and spell a new high-frequency word." Then, the teacher provides four steps for students to learn new high-frequency words. In Step 1, the teacher shows the new high-frequency word on chart paper or a whiteboard. In Step 2, the student says the word with the teacher. In Step 3, the students spell the word with the teacher and spell it one more time. Then in Step 4, the students cover the word and spell it out loud again.

The teacher repeats the same four-step process with the same word. The notes section at the bottom of the lesson plans includes an activity for addressing sound-spelling patterns that are “tricky or don't follow the regular sound-spelling pattern.” The materials guide the teacher to have students draw a heart around a “tricky” sound or pattern, or highlight the regular sound or pattern in one color and highlight the “tricky” sound or pattern in another color.

- “Reading Workouts,” found in the “Additional Resource” materials include three high-frequency word activities that could be used to practice reading regular and irregular high-frequency words. “High-Frequency Word Go Fish” guides teachers to choose 15-25 high-frequency words and create 2-4 cards with the same word. Students play “Go Fish” in a small group, and the objective is to match two cards containing the same high-frequency word. Students practice reading the words and asking players if they have a card with the same word that is being requested. “High-Frequency Word Racetrack” guides students to read the high-frequency word written on the index card as they move a toy car across the card. “High-Frequency Word Find It” guides students to search for 5-6 high-frequency words in a book, newspaper, magazine, or junk mail and write words on a piece of paper or whiteboard. Guidance for teachers to use these activities is listed in the “Differentiation” section of each lesson plan.

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)

- In the “Additional Lessons” of the *Teacher Edition*, the materials provide an activity for students to recognize, read, and write high-frequency words in isolation. The teacher guides the students by saying, “I am going to show you how to read and spell a new high-frequency word.” Then, the teacher provides four steps for students to learn new HFW. In Step 1, the teacher shows the new high-frequency word on chart paper or a whiteboard. In Step 2, the student says the word with the teacher. In Step 3, the students spell the word with the teacher and spell it one more time. Then in Step 4, the students cover the word and spell it out loud again. The teacher repeats the same four-step process with the same word. The notes section at the bottom of the lesson plans includes an activity for addressing sound-spelling patterns that are “tricky or don't follow the regular sound-spelling pattern.” The materials guide the teacher to have students draw a heart around a “tricky” sound or pattern, or highlight the regular sound or pattern in one color and highlight the “tricky” sound or pattern in another color.
- In the “Resources” section of *Teacher Edition*, the materials include “High-Frequency Words” for isolated practice opportunities. The word list includes 200 words and is a mix of regular and irregular high-frequency words. The checklist is formatted in 50-word increments. The “High-Frequency Words” list begins with 75 one-, two- and three-letter one-syllable words, such as *I, am, has, and say*. Checklist materials continue the listing of one-syllable words, increasing the number of letters in the words to four, five then six letters. The materials conclude the 200-word listing with two-syllable words, building once again with three, four, six, seven, and eight letters such as *any, only, about, before, second, because, and sentence*.

The students can read the words and the teacher can mark if the students can by checking “Yes” or “Not Yet” if they are not. The weekly decodable readers include these high-frequency words in the direct instruction for targeted phonics skills.

- The materials include a variety of activities for students to recognize and read high-frequency words in isolation. “Reading Workouts,” found in the “Additional Resource” materials include two high-frequency word activities that could be used to practice reading high-frequency words in isolation. “High-Frequency Word Go Fish” guides teachers to choose 15-25 high-frequency words and create 2-4 cards with the same word. Students play “Go Fish” in a small group, and the objective is to match two cards containing the same high-frequency word. Students practice reading the words and asking players if they have a card with the same word that is being requested. “High-Frequency Word Racetrack” guides students to read the high-frequency word written on the index card as they move a toy car across the card. Two activities in the materials provide students an opportunity to recognize and read high-frequency words in connected text. High-frequency words are found in all decodable books. For example, in the decodable book, *A Nice Hike*, the materials give the students an opportunity to work with the high-frequency words *their*, *time*, and *while*. In the book *Kat and Flamingo Visit the Farmhouse*, some of the high-frequency words found in the story are *I*, *a*, *we*, *of*, and *it's*. The “Reading Workout” activity “High-Frequency Word Find It” guides students to search for 5-6 high-frequency words in a book, newspaper, magazine, or junk mail and write the words on a piece of paper or whiteboard.

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

Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or 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 plan for introducing grade-level syllable types, as outlined in the TEKS. For example, In the grade 2 “Phonics Progression” in the *Teacher Edition*, the materials guide the students through a sequence of syllable types. In Sets 26-29, the materials focus on Vowel-Consonant Silent e. In Sets 31-34 and Set 48, the materials provide lessons for r-controlled vowels. Set 35 provides lessons with words ending in y. In Sets 36-38, the materials include lessons on long vowels, and the vowel teams and diphthongs in Sets 39-45. In Set 46, the materials include lessons on the consonant -le syllable. There are additional lesson plans addressing open and closed syllables in the “Additional Resources” section.
- The materials include lessons for introducing grade-level syllable division principles, as outlined in the TEKS. Additional lessons are provided for teachers to address VCCV and VCV

syllable division strategies. There is not a separate lesson for VCCCV syllable division. In the “Key Skills” section of the “VC/CV Syllable Division” lesson, the materials state “If there are three consonants between the two vowels, keep the digraph or blend.” There is an extension within that lesson to cover VCCCV syllables.

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

- Materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types and syllable division principles to decode one-syllable or multi-syllabic words. For example, in the “Phonics Review” section of the lesson plan for *Flora Helps*, the teacher says, “Remember, an *r*-controlled syllable is a syllable with at least one vowel followed by an *r* where the vowel is ‘controlled’ by the *r*.” Lesson materials for the decodable book *The Puzzle* guide teachers to explain that *Cle* syllables occur when the consonant is followed by an *l* at the end of a word as in the word *gargle*. The syllable can also be called a final stable syllable because it is at the end of a word and the pronunciation does not change. In the “Phonics Review” section of the lesson for *Baseball with Grandfather*, materials guide the teacher in reviewing that multi-syllabic words are words with more than one syllable and *-ough* can make a long *o* sound when located at the end of a syllable, as in *dough*, or it can make the short *o* sound when followed by a *t* as in *ought*. In the “Additional Lesson Plans” section of the *Teacher Edition*, the materials include scripted guidance for teachers to teach students about syllable division with VCCV and VCV syllables. Additional information on VCCCV patterns is included in the VCCV lesson.
- Materials include guidance for the teacher to provide direct and explicit instruction for applying knowledge of syllable types to encode one-syllable words. In the grade 2 “Spelling” lesson, located in the “Additional Activities” section of the *Teacher Edition*, “Instructional Notes” are provided for the teacher to guide understanding of closed syllables, open syllables, VCe syllables, *r*-controlled syllables, and vowel teams along with multi-syllabic words with different syllables.

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

- Materials include a variety of activities for students to develop and practice skills to decode one-syllable or multi-syllabic words. For example, lesson materials for the decodable book *Nerve* guide teachers to use Elkonin boxes to write the *r*-syllables in the word *rider*. Materials guide the teacher to tell students that there are five letters in the word but only four sounds are heard because the *e* is *r*-controlled so *er* makes only one sound. Materials in the “Guided Practice” section of the lesson have teachers model a text reading, first reviewing the *r*-controlled vowel in a word, then asking students to read the sentence containing the word.

- In the “Phonics Review” section of the lesson for the decodable book *The Funny Party*, materials guide teachers in having students practice reading words ending in *y*. The teacher writes the word *baby* on a whiteboard as they say the word and stretch the sounds. Then the teacher tells students that the *y* makes a long *e* sound and has students read the word *baby* with them. Materials guide the teacher in having students partner read words from the list. The “Guided Practice” materials guide teachers to lead students in reading a sentence containing words ending in *y*. In the “Writing Application” of the plan, students read words from the text in isolation. In lesson plans for *The Big Escape*, the materials guide teachers to instruct students in decoding words with the *aCe* pattern. The teacher reminds students when *e* is at the end of a word, the vowel before it is typically long and the *e* is silent. The teacher writes the word *lake* on a whiteboard and models reading by reminding students the “vowel *a* is long because there is an *e* at the end. Then, students take turns partner reading words with the long *a* and silent *e* pattern.
- Materials provide an activity for students to practice encoding one-syllable or multi-syllabic words. For example, in the lesson plan for the book *Out of Thin Air*, the materials guide the teacher in having students practice reading words with the sounds of *-ough*. The teacher reminds students of the multiple sounds that *ough* could make, like *ō* as in *dough*, *ǒ* or *aw* as in *cough*, *ǔ* as in *rough*, and *ū* as in *through*. The teacher uses letter tiles to build the word *though*, then teachers and students change two letters to make a new word.
- The materials provide a resource for students to practice encoding one-syllable and multi-syllabic words. The material includes a “Spelling” grade 2 lesson in the “Additional Resources” section of the *Teacher Edition*. The lesson uses letter tiles using an “I Do, We Do, You Do” progression with the strategies “Say It, Tap It, Write It, and Check It.” The materials include a grade 2 “Spelling List” with one-syllable words with closed syllables, one-syllable words with open syllables, one-syllable words with *VCe* syllables, one-syllable words with *r*-controlled syllables, one-syllable words with vowel teams (including digraphs), and one-syllable words with vowel teams (including diphthongs), multi-syllabic words, silent letters, and compound words to guide the teacher. Additional information is listed for teachers to refer to as students spell words with different syllables.

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

- Materials include a variety of activities for students to practice decoding one-syllable or multi-syllabic words, using knowledge of syllable types in isolation. Lesson materials for the decodable book *Treasure Hunt* guide teachers to practice reading words with vowel team *-ea*. The materials guide teachers to use Elkonin boxes to stretch sounds in the word *sweat* and place the letters that represent each sound in a box. Materials guide the teacher to state that there were four letters in the word but only three sounds, noting that the vowel team *-ea* made one sound so the *e* and the *a* had to share a box. The students segment the sounds and write the corresponding letters in the boxes, practicing building and reading words with vowel team

-ea. There are a mixture of one- and two-syllable words. Lesson materials include a “Guided Practice” section where teachers have students practice the focus skill in a reading taken from the book. Before modeling the text reading, the teacher has students identify the word in the reading with vowel team -ea. Then the teacher and students read the word and the sentence in which the word is located. Materials include a “Writing Application” that asks students to apply what has been taught as they work with the teacher to identify additional words containing the vowel team -ea.

Foundational Skills

5.E.4	Morphological Awareness (1–3)	12/19
5.E.4a	Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR.2.A.1)	0/1
5.E.4b	Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR.2.A.1)(T)	4/4
5.E.4c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR.2.A.1 & 2.A.3)(S)	4/6
5.E.4d	Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR.2.A.1 & 2.A.3)(S)	4/8

The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit instruction for supporting the recognition of common morphemes and using their meanings 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 include a variety of activities for students to decode and encode words with morphemes in isolation. Materials do not include a variety of activities for students to decode and encode words with morphemes in decodable connected text that builds on previous instruction. Materials do not include a variety of resources to decode and encode words with morphemes in isolation or decodable connected text that builds on previous instruction.

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 for introducing grade-level phonics standards. The grade 2 “Scope and Sequence” indicates targeted phonics skills start in weeks 1-4 with final e long vowel words. In weeks 10-23, students learn about vowel teams, diphthongs, and trigraphs in decodable readers. The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.
- Materials include lessons that introduce morphemes. In the grade 2 “Phonics Progression,” Set 50 includes words ending in suffixes *-less*, *-ful*, and *-ly*. In Sets 51-55, the materials include lesson plans for prefixes and suffixes, some of which cover grade-level TEKS. Additional lessons are in the back of the *Teacher Edition*, which covers more prefixes and suffixes. The morphemes *ion*, *tion*, and *sion* are missing, as is the suffix *-est*. After the sets of books are completed, the concepts are not revisited. Other lessons include books that have morphemes

within the story, such as *-es*, *-ed*, and *-ing*. The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.

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

- The materials include guidance for the teacher to provide direct and explicit instruction for supporting the recognition of common morphemes and using their meanings to support decoding, encoding, and reading comprehension. Lesson materials in the “Additional Resources” section include a lesson titled “Suffixes *-s* and *-es*.” Lesson plan materials are scripted and provide explicit instruction supporting the recognition and meaning of the suffixes *-s* and *-es*, along with a definition of a suffix. Lessons covering grade-level prefixes *re-* and *un-* and suffixes *-er*, and *-est* are included in the “Additional Resources” section and follow the same type of guidance for explicit instruction. The explicit guidance in these lessons supports word meaning and reading comprehension at the word and sentence level.
- The materials include guidance for the teacher to provide direct and explicit instruction for supporting the recognition of common morphemes. In the “Phonics Warm Up” section of the lesson plan, *The Case of the Mysterious Mascot*, the materials guide the teacher to define a prefix and tell the students they will be decoding words with prefixes *a-*, *mis-*, and *pre-*. Next, the materials guide the teacher in defining the prefixes *a-*, *mis-*, and *pre-*. Then the teacher says a word and the students must tell what the prefix means and how it helps define the words. In step 2 of the “Review” section of the lesson plan, the materials guide the teacher in having students find words with the prefixes *a-*, *mis-*, and *pre-* in the book, share the word, and how the prefix impacts the meaning of the word.

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

- Materials provide resources for students to develop and practice grade-level morphological skills. In the “Phonics Warm Up” section of the lesson plan, *The Case of the Lost Lucky Coin*, the materials guide the teacher to define a prefix and tell the students they will be decoding words with prefixes *bi-*, *inter-*, and *tri-*. The teacher says a word and the students identify the prefix and how it gives a clue to the word's meaning. In the “Guided Practice” section, the teacher introduces the text, reads the title, models text reading, and echo reads pages 1-2 modeling fluency and expression. In step 2 of the “Review” section of the lesson plan, the materials guide the teacher to have students find words with the prefixes *bi-*, *inter-*, and *tri-* in the book, share the word, and how the prefix impacts the meaning of the word. Materials do not provide a variety of resources for students to develop and practice grade-level morphological skills.
- The materials include an additional lesson that guides students through the prefix *dis-*. First, the teacher states what a prefix is and the meaning of the prefix *-dis*. The teacher guides students to look at examples and asks them what the word *appear* means. The teacher

models how to determine the meaning of *disappear*. The teacher then guides the students through additional practice and has students read words together. The teacher writes the word *dis-* on an index card and asks students what word they can add to it to make it the opposite of or not. All lessons covering prefixes and suffixes have the same format and activities. Materials do not include a variety of activities for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review).

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

- Materials include a variety of activities and resources for students to decode words with morphemes in isolation and practice for decoding words with morphemes in connected text. In the “Phonics Warm Up” section of the lesson plan, *The Case of the Horned Shadow*, the materials state the skill, suffixes *-ent*, *-er*, *-ful*, and *-ive*. The materials guide the teacher to define a suffix and tell the students they will be decoding words with suffixes *-ent*, *-er*, *-ful*, and *-ive*. Next, the materials guide the teacher to define the suffixes *-ent*, *-er*, *-ful*, and *-ive*. Then, the teacher says a word and the students must tell what the suffix means and how it helps define the words *dreadful*, *harder*, *patient*, and *defensive*. In step 2 of the “Review” section of the lesson plan, the materials guide the teacher to have students find words with the suffixes *-ent*, *-er*, *-ful*, and *-ive* in the book, share the word, and how the suffix impacts the meaning of the word. In the “Independent Reading” section, the students read the decodable reader, *The Case of the Horned Shadow* which includes words with the suffixes *-ent*, *-er*, *-ful*, and *-ive*. In the “Additional Resources” for grade 2, the materials provide a lesson for suffixes *-er* and *-est*, the materials provide activities to practice reading words with *-er* and *-es* after instruction is provided for the meaning of the suffixes. Students practice reading base words with added suffixes during “Independent Practice” with a roll and read page including 12 words with suffixes *-er* and *-es*. Students roll a dice, and depending on the number they roll, the student reads the two words that match the number. Then, they underline the suffix. Lesson plans incorporating decodable readers and additional lesson plans incorporate the same activities for decoding. While materials do include a variety of activities and resources for students to decode words with morphemes in isolation and practice for decoding words with morphemes in connected text, they do not provide additional activities and resources for students to practice decoding in connected text that build on previous instruction.
- The materials provide a variety of activities and resources for encoding words with morphemes in isolation. For example, in the lesson for suffixes *-er* and *-est*, students encode words with morphemes in isolation by completing the spelling portion of the lesson plan. The teacher reminds students to remember the spelling rule of adding *-er* or *-est* to a word with one vowel and one final consonant, like *run*. Students practice with the word *big*, and students practice writing the words *bigger* and *biggest*, then practice spelling words with *-er* and *-est* with the “Practice Spelling Words” activity sheet. Other lessons focusing on prefixes and suffixes in the “Additional Resources” section have the same lesson sequence and activities included in the lesson plan. The “Spelling” grade 2 section found in the *Teacher Edition* includes practice word lists with prefixes *un-*, *dis-*, and *re-* as well as inflectional endings *-er*

and *-est*. These word lists can be used in the spelling lesson plan provided by the materials. The materials guide the teacher in using the suggested word list in the *Teacher Edition* and create a “Spelling List” handout. The plan provides a scripted procedure for students to follow spelling words, called “Say It, Tap It, Write It, Check It.” Additional information about syllable types (for prefixes) and rules for how to add suffixes are included in the plan.