McGraw Hill Texas Wonders Grade 2
English Phonics Program Summary

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

Grade	TEKS Student %	TEKS Teacher %	ELPS Student %	ELPS Teacher %
Grade K	100%	100%	Not Reviewed	100%
Grade 1	100%	100%	Not Reviewed	100%
Grade 2	100%	100%	Not Reviewed	100%
Grade 3	100%	100%	Not Reviewed	100%

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

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

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Section 4. Progress Monitoring
- The materials include developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.
- The materials include integrated progress monitoring tools, with specific guidance on frequency of use.
- The materials include guidance for teachers to analyze and respond to data from diagnostic tools.

Section 5. Supports for All Learners
- The materials include some guidance, scaffolds, supports, and extensions that maximize student learning potential.
- The materials include a variety of instructional methods that appeal to a variety of learning interests and needs.
- The materials include supports for Emergent Bilinguals to meet grade-level learning expectations.

Section 6. Additional Information: Resources
- The materials provide some guidance on fostering connections between home and school.
- The materials incorporate technology into the lessons to enhance student learning.

Section 7. Additional Support
- The publisher submitted the technology, cost, professional learning, and additional language support, and evidence-based information.

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Indicator 2.1

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- A cohesive "Foundational Skills Scope and Sequence" chart outlines how phonics skills are taught throughout the units in grade 2; the chart has a column titled "Word Work," which outlines skills for each week of the grade 2 units. A "Grades 2–3 Foundational Skill Practice Book" provides additional practice in phonemic awareness (Lessons 1–28), phonics (Lessons 2–48), and structural analysis (Lessons 1–30) to use with students who need extra practice or review of these skills. Each unit includes "Student Outcomes" for the foundational skills. This document shows the TEKS and a concise skill or concept description.
- The materials include a cohesive scope and sequence that outlines how phonics skills are taught throughout the units and school year; however, the scope and sequence chart does not include a reference to the grade-level TEKS. The weekly TEKS are referenced in each lesson plan and align with the Foundational Skills Scope and Sequence by focusing on the components of phonological, phonemic awareness, phonics, spelling, handwriting, and high-frequency words. In Unit 3, Week 1, the phonics and spelling focus on long *a* spelled *a, ai, ay, ea, ei, eigh,* and *ey*. The skill complexity progresses in Unit 6, Week 1 with phonics and spelling skills focusing on closed and open syllables.

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- The materials outline the vertical alignment from grade 1 to grade 2 and grade 2 to grade 3, reviewing and building on the previous year's skills. The grade 1 Foundational Skills Scope and Sequence ends with students reviewing a phonics spelling focus on r-controlled vowels *air, are, ear.*

- The materials show the progression of skill development from year to year. The lesson plans at the beginning of the year review and build upon the previous year's lessons. The materials build on foundational skills through review and practice of the alphabetic principle and the sound-spelling patterns they need to encode and decode. In grade 1, students review and practice short vowels in Units 1 and 2; they do the same in Grade 2, Unit 2, by adding more complex skills like two- and three-letter blends.

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

- The lesson objectives follow a systematic progression from simple to complex concepts. In Unit 1, Week 1, the objective states, "Demonstrate and apply phonetic knowledge by decoding words with short vowels." In Unit 3, Week 1, the objective states, "Demonstrate and apply phonetic knowledge by decoding words with long vowels." In Unit 6, Week 1, the objective states, "Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables and open syllables and demonstrate and apply phonetic knowledge by decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV."

- The grade 2 lesson objectives follow a systematic progression from simple to complex concepts, building the prerequisite skills students need to read more complex words throughout the year. For example, in Unit 1, Week 1, the phonemic awareness lesson introduces Blending, Categorization, and Segmentation. In Unit 4, Week 2, the lesson includes Identify and Generate Rhyme, Substitution, and Blending. By the end of the year, the lessons are more complex and build upon previous skills. In Unit 6, the skills include Identify and Generate Rhyme Phonemic Awareness: Addition, Blending, Deletion.

- The lessons follow a developmentally appropriate, systematic progression from simple to more complex concepts throughout the year and in each unit. In Unit 5, the Weeks 1 and 2 lessons present a sequential introduction of the skills for diphthongs. The materials begin with the introduction of diphthongs *ou* and *ow,* then progress to blending words with diphthongs *ou, ow*. Words include *loud, owl, brow*, and *mouse*. The teacher models how to generate and blend the sounds to say the word and guides practice until children can work independently. On the third day, the students contrast words with the diphthongs *ou* and *ai*. As the program introduces the new skill, the lessons follow the same sequence and add a review of previous skills. On Day 6, teachers Introduce diphthong*s oy* and *oi*. On Day 7, students blend words with diphthongs *oy* and *oi,* such as *toys, coy, noisy, hoist, doily, voice, ploy, coil,* and *point.* By Day 8, students build words with these diphthongs.

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Indicator 2.2

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials assist teachers in using the gradual release of responsibility model with subtitles in the Teacher's Guide for modeling and guided practice in each lesson. In Unit 2, Week 3, during core instruction, materials suggest teachers "Display Word-Building Cards *s, t, r, i, p*. Model how to blend the sounds. This is the letter *s*. It stands for /sss/. This is the letter *t*. It stands for /t/. This is the letter *r*. It stands for /rrr/. The letter *i* can stand for /iii/. The letter *p* stands for /p/. Listen as I blend all these sounds together: /ssstrrriiip/. Continue by modeling the words *scram, sprint, thrill, split*, and *shrug*." The lessons include specific and precise terms, phrasing, and statements that teachers can use during core instruction to guide students' practice and application of new phonics skills. Teachers "Display the Phonics/Fluency Practice chart. Read each word in the first row, blending the sounds; for example, say: /sssprrriiing/. The word is *spring*. Have children blend each word with you." The lesson includes detailed guidance on how students can practice and apply new phonics skills: "Prompt children to read the connected text, sounding out the decodable words. Give corrective feedback as needed."
- The lessons include detailed guidance for each component of the gradual release of responsibility model. In Unit 6, Week 1, the materials guide the teacher in the "Model Section" to model with scripting: "Display the Photo Card *exit* and write *exit*. Say, 'Remember that words can be divided into close syllables. A syllable must always have a vowel. Listen as I clap the two syllables in *exit*: *ex* (clap) *it* (clap).' Draw a line between the syllables and underline the first syllable, *ex*. 'When a syllable ends in a consonant, its vowel sound is usually short. Let's clap the syllables again together: *ex* (clap) *it* (clap).'" Materials provide another example with *tiger,* and the lesson progresses to "Guided Practice," directing teachers with the script, "Have students practice decoding and clapping closed syllables with the words *inspect, tennis, instant,* and *ticket*. Repeat open syllables *feline, secret,* and *token*. Together, have children write each word

and draw a line between the syllables." Guided Practice continues with students independently completing a practice activity. Students fill in the blanks with words that complete each sentence. Students go back and circle the open-syllable words and underline the closed-syllable words. An example sentence is "I wish she would reply to my message."

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

- The teacher edition contains useful annotations and suggestions for teachers on how to present the content in the materials. In Unit 2, Week 3, as the teacher presents a blending lesson, the "Corrective Feedback" notes, "Model the sound the children missed, then have them repeat the sound. Say: 'My turn.' Tap the letter and say the sound. 'Sound /s/. What's the sound?' Return to the beginning of the word. Say: 'Let's start over.' Blend the word with the children again."
- The materials contain ample and useful annotations and suggestions on how to present the content in the student materials. For example, in Unit 3, Week 3, the materials include a "Corrective Feedback" section to support teachers when students miss a sound. This lesson contains an "English Language Learners" section, stating, "See page 5 in the Language Transfers Handbook for guidance in identifying phonics skills that may or may not transfer for speakers of certain languages and for support in accommodating those children. See the chart for specific phonics transfer issues for multiple languages."

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Indicator 2.3

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

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

Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- The materials include information for teachers about common misconceptions related to specific phonics skills. Examples of common misconceptions: in Unit 1, Week 1, the materials direct teachers to "Point out any irregularities in sound-spellings; for example, *put* has the letters *ut* but is pronounced /pu˚t/ and does not rhyme with nut."
- The materials provide guidance for teachers, including information about common phonics pattern misconceptions and guiding principles related to teaching specific phonics skills. In Unit 2, Week 2, the "Decodable Reader Lesson and Resources" provides explicit guidance on high-frequency words to review and short *u* and long *u_e* phonics patterns students apply in text. The teacher script states, "Review the words and letter-sounds that children will find in the decodable reader, "Duke and Bud's Run." Review with children the high-frequency words *change, cheer, fall, five, look, open, should, their, won,* and *yes*. Review that the letter *u* can stand for the short *u* sound and the letters *u_e* can stand for the long *u* sound." The students

apply these explicit skills in the decodable text with the example sentence "Duke and Bud's friends came in time to see their race and cheer."

- In the "Phoneme Blending Routine," after a brief introduction, the materials include a description of the steps for the routine: "1. Explain – Briefly explain the routine and its purpose to students. 'Today we will be blending, or putting together, sounds to make words.' 2. Model – Say each sound in a word. Model how to blend the sounds to make the words. 'I will put sounds together to make a word. Listen: /s/ /a/ /t/, /sssaaat/, *sat*. The word is *sat*.' 3. Guided Practice – Have students practice blending words phoneme by phoneme, sound by sound. Do the first word with students. 4. Practice – Students can practice independently by completing related pages from the Practice Book or doing Phonological Awareness Activities online." This routine continues throughout the program to provide consistency for students' learning.

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

- The materials provide guidance for teachers, providing specific instructional strategies with consistent routines for teaching phonics skills. The "Instructional Routines Handbook" provides step-by-step routines for specific phonics components. Routine components include Sound-by-Sound Blending, Sound-Spelling Cards, Building Words, Reading Decodables, Multisyllabic Words, and Reading Big Words. The "Sound-by-Sound Blending Routine" includes four steps; Explain, Model, Guided Practice, and Practice. Each routine provides explicit directions and scripts. In the "Explain" step, the script guides the teacher with, "Today we will be blending sounds to make words. The more practice we have in sounding out words with the letters and spellings we have learned, the better readers we will be." These routines continue throughout the program to provide consistency for students' learning.
- A "Decoding Strategy Chart" provided in the Instructional Routines Handbook supports the teacher and the students with specific decoding strategy steps. The five steps include (1) Look for word parts (prefixes) at the beginning of the word; (2) Look for word parts (suffixes) at the end of the word; (3) In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned; (4) Sound out and blend together the word part; (5) Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: "Is this a word I have heard before?" Then read the word in the sentence and ask: "Does it make sense in this sentence?" The students use this chart in their independent reading and practice decoding words.
- The materials include instructional strategies with consistent routines for each phonics skill. In Unit 1, Week 1, for phoneme blending, the materials suggest the teacher say the sounds, blend the sounds, and then say the word. The teacher repeats with another example before doing it with the students. "Listen as I say two sounds: /aaa/ /t/. I'm going to blend the two sounds together: /aaa/ /t/, /aaat/, *at*. I blended the word *at*. Now listen to these two sounds: /aaa/ /mmm/. I'll blend them together: /aaammm/. The word is *am*." The teacher repeats the routine with more words: *tip big pin, wig, sad, map, had, bat;* the teacher provides immediate corrective feedback as needed as the students practice independently.

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

- The materials include specific guidance for providing students with immediate, corrective feedback. The Instructional Routines Handbook provides explicit directions to give specific corrective feedback when needed. In the "Sound-by-Sound Blending Routine Teaching Tip," the script supports teachers with corrective feedback: "To correct students who make a sound error, model the sound they missed, then have them repeat the sound. If they still make an error, have them say it with you. Take note of those sounds children consistently miss and provide needs-based reteach lessons during small group time. To correct students who make a blending error, model blending again, then lead students in blending, responding with them to offer support. Have them repeat on their own, checking at each blending step. Have them do this once more on their own. Then back up two words and repeat the Guided Practice steps, restate the missed word, and continue on. If students struggle reading CVC words, use vowel-first blending. Point to the vowel, say its sound, and have children repeat. Then blend the word from the beginning."
- Based on the Instructional Routines Handbook, the "Building Words Routine," materials prompt the teacher to provide corrective feedback during guided practice if needed. The corrective feedback reads, "If students make mistakes during word building, model blending the new word formed." During guided practice, the teacher gives the students a set of Word-Building Cards containing the sound-spellings for the list of words. Students build the words as the teacher models. The materials provide the script, "Build the word *red*. Now change *r* to *l*. What is the new word? Let's blend the sounds and read the word: /llleeed/, *led*."

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

- The grade 2 materials do not provide detailed, consistent, or explicit guidance for connecting previously taught phonics skills to new learning or reference to specific lessons or scripts from previous learning. Among the teacher resources available to teachers, the materials supplement with the "Phonemic Awareness Handbook," which includes support lessons for students that require additional support. The lesson plans do not provide reference to these lessons or the handbook. Materials do not make specific reference to what/how/where to find a connection to previously taught skills and do not explicitly mention them in scripts or lessons.
- The materials provide guidance for connecting previously taught phonics skills to new learning within decodable reader lessons. In Unit 2, Week 2, the "decodable reader" lessons guide teachers to review the words and letter-sounds the students will find in the decodable reader, "Duke and Bud's Run." The teacher reviews the specific high-frequency words *cheer, change, fall, five, look, open, should, their, won,* and *yes.* The script continues with, "Review that the letter *u* can stand for the short *u* sound and the letter *u_e* can stand for the long *u* sound."
- The "High-Frequency Words Review" box provides an opportunity every week to do a review of last week's words using the "Read/Spell/Write" routine. In Unit 5, Week 2, "Say the words (*brought, busy, else, happy, I'll, laugh, love, maybe, please, several)* and have children Read/Spell/Write them. List the words so children can self-correct. Cumulative Review: Review last week's words using the Read/Spell/Write routine." Reviewing last week's words does not constitute cumulative review.
- Materials do not include a "Smart Start" unit for grade 2, as provided in grades K–1. The lessons begin with Unit 1. The "Word Work" for this unit is a review of short /a/ and /i/ and decoding

CVC and CVCC words. While this is a review, there is no specific connection to previously taught skills.

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

- The materials include some guidance on the recommended length for each lesson. The "Professional Development Suggested Lesson Plans and Pacing Guides" resource includes a 120-minute pacing chart for 180 days of instruction. It states, "Allow for the flexibility needed to address the needs of the students in your classroom. Instruction begins with 3 weeks of Start Smart to introduce instructional routines, followed by 10 units of instruction focused on a particular topic or theme, approximately 3 weeks long. At the end of units 2, 4, 6, 8, and 10, 3 days are devoted to 'Review, Extend, and Assess' activities." The lesson pacing charts provide specific length of time for phonics word work core lessons. For example, on Day 1, it suggests 25 minutes; on Day 2, 15 minutes; on Day 3, 25 minutes; on Day 4, 15 minutes; and on Day 5, 15 minutes. Guidance for each component of the gradual release model was not found in the materials.
- The materials include guidance on the recommended length for each lesson. The "Professional Development Suggested Lesson Plans and Pacing Guides" resource includes a 120-minute pacing chart with specific lengths of time for grade 2 phonics Word Work core lessons. For example, on Day 1, it suggests 25 minutes; on Day 2, 10 minutes; on Day 3, 20 minutes; on Day 4, 10 minutes; and on Day 5, 5 minutes. This Word Work block of time includes mixtures of phonemic awareness, phonics, fluency, handwriting, and high-frequency words.
- The materials include guidance on how to pace each lesson component by providing a clock icon displaying the amount of time that should last. In Unit 2 Week 2, the "Phonemic Awareness" lessons display a five-minute clock icon, the "Phonics" lessons display a five-minute clock icon, and the "Structural Analysis" lessons display a five-minute clock icon. The clock icon display and routine continue with all lessons throughout all units. Throughout the weeks, these suggested time frames continue. The materials do not provide guidance on specific pacing suggestions for components (stages) of the gradual release of responsibility.
- The materials include guidance on the recommended pacing of the lesson components. In Unit 3, Week 3, the Word Work lesson, "Introducing Long o: o, oa, ow, oei," includes Phonics, Structural Analysis, High-Frequency Words, and Handwriting, all with a clock icon for five minutes. The materials do not provide guidance on specific pacing suggestions for components (stages) of the gradual release of responsibility.
- In the Professional Development video "Changing Daily Instructional Schedules," Vicki Gibson suggests a format of schedule that supports differentiated instruction. The recommendation states to modify the daily schedule to include 15–20 minutes of small group instruction. The recommendation and video do not suggest options for modifying the schedule.

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Indicator 2.4

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The materials include word lists and decodable sentences for guided practice of newly learned patterns and review of previously taught patterns. In Unit 1, Week 5, the "Spiral Review" directs the teacher to "Review the short *a* and long *a* sounds in *bag* and *take*. Read each sentence, repeat the review word, and have children write the word." Sentences include "Jada puts a book in her bag." "Whose blue cap is this?" "I had a ham sandwich for lunch." During the week, the teacher reviews previous patterns and adds the review for the new patterns in the spiral review every two weeks; the review comprises skills from within the current unit.
- Materials include review and practice activities in decodable texts. In Unit 2, Week 1, "Decodable Texts" lessons, the teacher reviews words and letter sounds that students will find in the decodable reader, "At Home in Nome." The teacher reviews the high-frequency words *because, cold, family, friends, have, know, off, picture, school,* and *took.* The script continues with, "Remind the students that inflectional endings *-ed* and *-ing* can tell about actions now and in the past." Lessons introducing inflectional endings first appear in Unit 1.
- The materials provide word sorts that require students to compare and contrast new patterns with previously learned patterns. In Unit 5, Week 3, students participate in an activity creating the "Spelling Word Cards," where they read the word aloud with a partner and do an open sort by "Sorting variant vowel sound */ü/* as in *flu* from variant vowel sound */˚u/* as in *could*. The students record their sorts in their writer's notebooks. The next day, the teacher points out the different spellings of the variant vowel sounds */ü/* and */˚u/.*

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

- Students apply the focus skill for the lesson or skills from previous lessons during guided and independent practice. Routinely, during Word Work with the decodable reader, the teacher and students focus on Foundational Skills, reviewing the skills from the week. In Unit 1, Week 5, "Mike's Big Bike," the materials guide the teacher to review the words and letter-sounds that children will find. Teachers "Review with children the high-frequency words *all, any, goes, new, number, other, right, says, understands*, and *work*. Review short *i* and long *i: i_e* with children." As the teacher reads the story, the "students point out each word, sound out the decodable word, and say the high-frequency words quickly." The materials direct the teacher to model blending if children need support reading decodable words. If children are having difficulty with high-frequency words, teachers reread the high-frequency word in isolation and then reread the word in context.
- The materials provide practice opportunities including only phonics skills that have been explicitly taught. In Unit 2, Week 5, "Spelling" lessons, the teacher reviews words with consonant digraphs *ch, tch, sh, ph, th, ng,* and *wh.* The teacher reads each sentence provided, repeats the review word within the sentence, and the students write the review word emphasized. Review sentences include "Sharon can catch a really hard line drive." "The soup is too thin." "Kai will bring fruit to the party."
- Practice opportunities include only phonics skills that have been explicitly taught. In Unit 5, Week 3, during the lesson for "Words with Variant Vowels /ü/ and /˚u/," the Spiral Review lesson includes review of words with diphthongs *oi* and *oy.* The teacher reads the sentences one by one, and the children repeat the review word and write the words in their notebooks. Examples of the sentences include "The rain was good for the soil." "The chef will broil the meat." "Water the plant a little to make it moist."

Decodable texts incorporate cumulative practice of taught phonics skills.

- The grade 2 materials include decodable readers for each unit. Decodable texts follow the phonics sequence and increase in complexity as new skills are introduced, allowing students to practice previously taught skills while applying new ones. Lack of access to the handbook creates difficulty in the introduction and practice with the decodable texts. Decodable Reader lessons appear on Days 1–4 of each week and provide instruction for introducing and reading/rereading the text.
- Decodable texts only include taught phonics skills. Decodable readers provide an opportunity for students to apply their skills of word reading to connected text. The program has a "Reading Decodables Routine" where the teacher reviews foundational skills and reviews the words and letter-sounds that children will find in the reader. In Unit 1, Week 1, "Pals Help Pals" reviews high-utility words from grade 1, such as *can, I, and, am, the.* "Review the high-frequency words *blue, help, why,* and *yellow* with children. Review with children that short *a* can stand for the /a/ sound and that short *i* can stand for the /i/ sound." Decodable Readers contain text that includes previously taught phonics and morphology skills, providing cumulative review and practice of those skills. A list detailing "Decoding Skills Taught to Date" appears at the back of each unit's Decodable Reader.

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- Decodable texts incorporate practice of taught phonics skills with increasing complexity. In grade 2, Unit 2, the decodable texts include decoding patterns of inflectional endings -*ed* and -*ing*; short *u* and long *u*; consonant digraphs *ch, tch, sh, ph, th, ng, wh*; and three-letter blends. The skill complexity continues to increase across units with decodable texts. In Unit 4, students apply decoding skills of silent letters and r-controlled vowels with a review of all six syllable types in Unit 6.
- The decodable texts contain specific skills, words, and patterns that have explicitly been taught. In Unit 4, Week 2, "Decodable Reader" lessons focus on r-controlled vowel sound /ûr/ with the spellings *er, ir, ur,* and *or.* Words that follow these patterns included in the decodable reader, "Shirl and Her Tern," include *Shirl, her, tern, birds, burns, churn, chirp, turned,* and *stir.* Evidence does not demonstrate explicit cumulative review for previous weeks or units besides the current week.

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Indicator 3.B.2

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- Materials provide 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. Starting as early as Unit 1, Week 1, the scope and sequence notes blending, categorization, and segmentation of phonemes. In Unit 3, Week 5, the sequence becomes more complex by adding additions and deletions and continues blending phonemes. By the end of the year, Unit 6, Week 3, students segment, blend, add, and delete phonemes.

McGraw Hill Texas Wonders Grade 2
English Phonics Program Summary

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

- The materials include scripted direct (explicit) instruction for teaching phonemic awareness. In Unit 2, Week 2, the material presents a phonemic awareness lesson for phoneme deletion. The script directs the teacher to review that deleting the first sound in a word can sometimes form a new word. The teacher provides a word and asks the students to listen for the first sound in the word *trust:* /t/. The teacher repeats the word and deletes the first sound: *trust, rust*. The teacher explains, "When I took away the first sound, /t/, I made a new word, *rust*." The lesson continues with the teacher modeling *cluck/luck, clump/lump,* and *fuse/use.* The students practice with teacher guidance and independently, isolating phonemes in the practice book.
- Materials include scripted direct instruction for teaching phonemic awareness. For example, in Unit 3, Week 1, the phonemic awareness lesson directs the teacher to model phoneme blending. The script begins with, "I'll put one marker in each box as I say each sound. Then I'll blend the sounds to form a word. Place a marker for each sound you say: /w/ /ā/ /t/. Listen as I blend the sounds to form a word: /wwwāāāt/, *wait.* The word is *wait*."
- The materials support teachers in providing direct (explicit) instruction in phonemic awareness. In Unit 5, Week 1, the phoneme reversal lesson begins with the teacher modeling how to reverse phonemes in words. "Listen carefully as I say a word: *tack. Tack* has the sounds /t/, /a/, /k/. Now listen as I reverse the sounds, or say them backward. I will say the last sound in *tack*, then the middle sound, then the first sound: /k/ /a/ /t/. I made the word *cat*. When I reverse the sounds in *tack*, the new word is *cat*." The teacher models more words: *pin, top,* and *lime.* The students and the teacher practice together using *gum (mug)* and continue independently reversing phonemes with *back (cab), lip (pill), peel (leap), name (main), shack (cash), make (came), trap (part),* and *light (tile).*

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

- Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. During Unit 2, Week 5, in the lesson for identifying and generating *rhyme,* the script directs the teacher to show children how to identify and then generate rhyming words. "I am going to say two words: *scrap, strap*. The words *scrap* and *strap* rhyme because they both end in the same sounds, /ap/." The teacher says /skr/ /ap/, *scrap;* /str/ /ap/, *strap.* "Rhyming words end in the same sounds. Now I will say another word that rhymes with *scrap* and *strap*. Listen: /m/ /ap/, *map.* The word *map* also ends with /ap/, so *map* rhymes with *scrap* and *strap.*" Students and the teacher practice using *throw/show* and *screw/threw.* The teacher asks students for another word that rhymes with the pair of words and writes them.
- Materials include direct detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. In Unit 3, Week 1, the phonemic awareness lesson directs the teacher to review phoneme blending. "Listen as I say a group of sounds. Blend them to form a word." Words include *sleigh, tray, veil, they, neighs, weight, claim, grain,* and *spray*. The lesson connects to the phonics lesson that directs the teacher to model blending and building words

with long *a*. The script reads, "Write these words: *bacon, train, play, tame, weight, prey, break.* Have students read and say the words. Remind them to segment the word and blend the sounds together." Students build *steak, stay, stray, tray, they, hey, hail, nail, neigh,* and *weigh*. Students write the words and check spelling with a partner.

- The materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. In Unit 4, Week 3, the phonics lesson introduces */ôr/ or, ore, oar* and */är/ ar*; the teacher begins by displaying the *Corn* Sound-Spelling Card and says, "The */ôr/* sounds can be spelled *or, oar,* or *ore*. Listen as I say the sounds: */ôr/, /kôrn/*. Repeat with *roaring* and *restore*." Next, the students practice "connecting the spellings *oar, or,* and *ore* to the sound */ôr/* and the spelling *ar* to sound */är/* by writing the letters" and saying, "*/ôr/* when writing the spellings *oar, or,* and *ore.* This time, you write the letters three times as you say */ôr/.* Repeat with the spelling *ar* for */är/.*"

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

- The materials incorporate a variety of activities for students to develop, practice, and reinforce skills. However, cumulative review outside of each isolated unit is not evident. The *"*Instructional Routines Handbook" includes resources to use during the "Word Work" routines, such as Photo Cards with a variety of phoneme types, and provides a variety of oral phonemic awareness and syllabication activities through routines, such as identifying the sound, identifying the sound in words, and syllable manipulations such as blending, segmenting, adding, deleting, and substituting. The phonics routine introduces routines for sound-by-sound blending, using sound-spelling cards, building words, reading decodables, and multisyllabic words. All lessons use the GRR model: the teacher explains, models, guides practice, and provides independent practice.
- Materials incorporate a variety of activities and resources for students to develop and practice skills. Unit 1, Week 1, the scope and sequence notes blending, categorization, and segmentation of phonemes. In Unit 3, Week 5, the sequence becomes more complex by adding addition and deletion and continues blending phonemes. By the end of the year, in Unit 6, Week 3, students segment, blend, add and delete phonemes.
- Materials incorporate a variety of activities and resources for students to develop and practice skills. In Unit 2, Week 1, "Phoneme Addition," the script directs the teacher to model adding a phoneme to make a new word: "Listen carefully to this word: *ox*. Now I'll add */b/* at the beginning to make a new word: *box*. I can make a new word by adding a sound at the beginning." The teacher continues modeling with */m/* added to *ask*, */s/* added to *top*, and */p/* added to *age*. The teacher models the phoneme addition/substitution routine with more short *o* and long *o* words in the introduction to the phonics lesson of the week, "Blend Words with Short *o* and Long *o: o_e*." The students practice connecting the letters *o_e* to the sound */ō/* through writing. During the week, phonemic awareness lessons review phoneme blending with teacher modeling words like *hope/rope/mope*.
- Materials incorporate activities and resources for students to develop, practice, and reinforce skills. In Unit 3, Week 1, the phonemic awareness lesson directs students to review practicing categorizing phonemes. Students listen to vowel sounds in three words spoken by the teacher.

McGraw Hill Texas Wonders Grade 2
English Phonics Program Summary

Students identify the word that does not belong and why. Words include *late, sleep, game; tray flea, hay;* and *braid, tail, kite.*

- The materials incorporate a variety of activities and resources for students to develop and practice phonemic awareness skills. Students practice phonemic awareness skills using the online digital activities. In Unit 4, Week 1, students practice "Phoneme Categorization" using the online activity. Students listen to the names of the pictures, then sort the pictures by "same middle sound or different middle sound." Students practice using the "Phonemic Awareness: Phoneme Identity Practice Page." Students say the name of each picture and the middle sound in both words. Students draw a line to the picture on the right whose name has the same middle sound.

McGraw Hill Texas Wonders Grade 2
English Phonics Program Summary

Indicator 3.C.1

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

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

Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

> **Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.**

- The program has a clear outline or overview of the lesson sequence for introducing sound-spelling patterns in the "Grade 2 Foundational Skills Scope and Sequence" document. Each "Unit Overview" has a Table of Contents with the phonics concepts for daily, weekly, and/or unit lessons. The content progresses from less to more complex phonics skills, in alignment with grade-level TEKS for sound-spelling patterns. In grade 2, Unit 1, students review short vowels, blends, and digraphs. In Unit 2, they review short and long vowels before introducing consonant digraphs and trigraphs. In Unit 4, teachers introduce r-controlled vowels, such as *port, hurt,* and *first,* and in Unit 5, students learn variant vowels /ü/: *oo, u, u_e, ew, ue, ui,* before introducing diphthongs. Unit 6 introduces and practices syllable types beginning with the more simple types, such as closed, open, CVCe, and moving to more complex syllable types, such as final stable syllables like *-le, -el, -al,* vowel team syllables, and r-controlled vowel syllables.

McGraw Hill Texas Wonders Grade 2
English Phonics Program Summary

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

- The materials provide explicit instruction in grade-level sound-spelling patterns. In Unit 2, Weeks 3–4, the teachers "introduce consonant digraphs and trigraphs *ch, tch, sh, ph, th, ng, wh*." The teacher models the pattern with two words and then guides practice with other words before leading to the independent or partner practice. The students practice over the week, and the teacher gives corrective feedback. The students practice as they blend the words *match, math, rung, much,* and *graph*. Then, in Week 5, the program focuses on "Word Work" and uses manipulatives for sound-spelling review of three-letter blends *scr, spr, str, spl,* and *shr.* The teacher displays the Word-Building Cards *s, t, r, a, p*, and reviews the three-letter blend *str* using the word *strap*. The teacher repeats this process for *scr, spr, thr, spl*, and *shr* using *scrap, sprint, thrill, splash,* and *shrug*. The students practice blending and reading the words, and the teacher provides corrective feedback.
- In Unit 5, Week 3, Word Work Phonics lesson, the teacher models letters *oo* using the Sound-Spelling Card. The teacher says, "This is the *Spoon* Sound-Spelling Card. The sound is /ü/. One way to spell the /ü/ sound is with the letters *oo*. Say it with me: /ü/. This is the sound in the middle of *spoon*. Listen: /sss/ /p/ /üüü/ /nnn/, *spoon*. I'll say /ü/ as I write the letters *oo* several times." Materials direct teachers to explain that /ü/ can be spelled in different ways: *oo, u_e, u, ew, ou,* and *ui*. Materials direct teachers, without a script, to point out the sound-spellings on the *Spoon* Sound-Spelling Card: *flu, tune, grew, blue, you*, and *juice*. Students participate in guided practice connecting the sound-spelling patterns to the long /u/ sound by writing them from teacher dictation.
- In Unit 6, the phonics section daily lesson uses a gradual release beginning with the teacher modeling. The materials direct teachers to "Display the Photo Card *exit*, and write *exit*." They remind students to remember that words can be divided into syllables by saying, "A syllable must always have a vowel. Listen as I clap the two syllables in *exit*: *ex* (clap) *it* (clap)." The teacher then draws a line between the syllables and underlines the first syllable, *ex*. The teacher says, "When a syllable ends in a consonant, its vowel sound is usually short. Let's clap the syllables again together: *ex* (clap) *it* (clap)." The teacher continues to model by displaying the Photo Card *tiger* and writing *tiger*. The teacher says, "Listen as I clap the two syllables in *tiger: ti - ger,"* while drawing a line between the syllables and underlining the first syllable, *ti*. Differentiating this time, the teacher says, "When a syllable ends in a vowel, its vowel sound is usually long. Listen as I clap the syllables again*: ti - ger.*" During guided practice, students practice decoding and clapping closed syllables with the words *inspect, tennis, instant,* and *ticket*; they repeat for open syllables with *feline, secret,* and *token.* Students write each word and draw a line between the syllables. Students independently practice closed and open syllables using a practice page. The teacher prompt students to read each word in the chart and then read the connected text, sounding out the decodable words, such as *napkin, instant, address, puppet, open, human, fever,* and *label,* and the sentences, "There is an old cotton jacket in the attic" and "The lady will take a photo of the pony."

McGraw Hill Texas Wonders Grade 2
English Phonics Program Summary

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

- The materials include resources to develop, practice, and reinforce students' knowledge of sound-spelling patterns. These activities practice the sound-spelling patterns taught in the lesson. In each lesson, students have access to Photo Cards, Sound-Spelling Cards, Response Boards, Word-Building Cards Online, and Phonics Practice Activities (the teacher can use the results to drive differentiated instruction). If students need additional practice, they can use the Practice Book pages assigned to each lesson.
- The materials contain activities and resources for teachers to develop, practice, and reinforce students' knowledge of sound-spelling patterns. For example, Unit 3, Week 5, includes Phonics Activity: Isolation /u/, Phonics: Blending words with Long U, Sound Spelling Card Long U, Grade 2 Phonics Practice Activity, Word-Building Cards, Long U Rules, and Decodable Texts. Students participate in practice connecting the letters *u_e* to the sound /*u*/ by writing them five times. Then, students participate in Day 1 Phonics Practice of reading and blending words with /*u*/ in decodable text, which provides practice with this spelling pattern. Words include *mute, use, fuse, fume, using, cute, fuel, mule, huge,* and *refuse.*
- In Unit 5, Week 3, students participate in practice connecting the letters *oo, u_e, ew, ue, ou,* and *ui* to the sound /*u*/ by writing them five times. Then, students participate in blending words in connected text. Words include *zoo, should, roof, fruit, blue, pools, clues, smooth,* and *flu*. On Day 4, students participate in a blending activity through guided practice using the words *moon, flu, stew, true, groups, fruit, good, could,* and *pull*. Students practice the skill of the week. There is no cumulative review from previous units.

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

- In Unit 2, Week 4, in the lessons for consonant digraphs and trigraphs *ch, tch, sh, ph, th, ng, wh, s*tudents decode and encode words in isolation through phonics isolation activities, blending activities, and word reading fluency practice. To introduce the spelling pattern, the teacher reads the spelling words aloud, drawing out the vowel sounds and the consonant digraphs. The teacher points out the consonant digraph *ch* in *chop*, and says, "These are the letters *c* and *h*. Together they stand for /ch/. Say it with me: /ch/. Have children blend the sounds in *chop*. Repeat the process for the digraphs *th, tch, ng, sh, ph, wh*, and examples from the spelling words." Students sort the spelling words under the keywords *chop, catch, shape, phone, that,* and *bring*. The teacher points out the digraph and its sound in each word. Students complete a spelling/dictation practice test using the words from the sort. Students' encoding in connected text is limited to weekly spelling routines involving dictation sentences.
- The materials have opportunities for students to decode in isolation and in connected text. In Unit 3, Week 5, teachers have Sound-Spelling Cards, Spelling Activity Word Sort, R-Controlled Vowel Slides, and Phonics Spelling Word Sorts. Students participate in identifying r-controlled vowel spellings in words including *dare, pair, bear, where*, and *near*. Then, students transition from reading one-syllable to multisyllabic r-controlled words. Before reading the decodable text, "Luke's Tune," teachers review the words and letter sounds that children will find in the reader.

McGraw Hill Texas Wonders Grade 2
English Phonics Program Summary

- In Unit 5, Week 3, the program introduces blend variant vowels /ü/ and /ů/. The materials provide a variety of activities and resources to decode words in the decodable connected text "Soon the North Wind Blew." The teacher uses the text during whole group instruction, focusing on Word Work; teachers remind children that the variant vowel /ü/ can be spelled *oo, u, u_e, ew, ue,* and *u*i and that the variant vowel /ů/ can be spelled *oo, ou,* and *u.* On Day 3, the teacher has children independently practice blending words with variant vowels /ü/ and /ů/ using a practice page. Students' encoding in connected text is limited to weekly spelling routines involving dictation sentences.

McGraw Hill Texas Wonders Grade 2
English Phonics Program Summary

Indicator 3.C.2

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

1	Materials provide a systematic sequence for introducing regular and irregular high-frequency words.	M
2	Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words.	M
3	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	M
4	Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).	M

Meets | Score 4/4

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

Materials provide a systematic sequence for introducing regular and irregular high-frequency words. Materials provide scripted instruction of regular and irregular high-frequency words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

Evidence includes but is not limited to:

Materials provide a systematic sequence for introducing regular and irregular high-frequency words.

- Grade 2 materials provide a sequence of learning high-frequency words working from simple to more complex.
- The grade 2 "Foundational Skills Scope and Sequence" lists high-frequency words in Unit 1, Week 1, starting with regular and irregular words *ball, blue, both, even, for, help, put, there, whey,* and *yellow.* Unit 2, Week 1 introduces *because, cold, family, friends, have, know, off, picture, school, took*. In Unit 6, Week 5, high-frequency words progress to multisyllabic words: *afternoon, ahead, anyone, everything, pretended, scientist, somehow, throughout, trouble,* and *wherever.*
- The lesson objectives for high-frequency instruction state, "Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list. Develop basic sight vocabulary used routinely in written classroom materials. Write using newly acquired basic vocabulary." The resources include printable and displayable high-frequency word lists and word cards. The lesson plans and scope and sequence list the words in order of introductions.

McGraw Hill Texas Wonders Grade 2
English Phonics Program Summary

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

- High-frequency word lessons provide scripted instruction for teaching students how to read and encode regular and irregular high-frequency words. Throughout the entire program, materials utilize a routine that uses a Read/Spell/Write model to memorize high-frequency words; the routine allows students to both read and spell these words. The high-frequency word instruction follows the routine: previously taught word review, teacher modeling the introduction of the new words (Read/Spell/Write process), and then guided practice**.** The routine directs teachers to "Briefly point out any spelling patterns students have learned to help them distinguish the word from other similar words and to ensure that students fully analyze the word." In Unit 3, Week 1, the teacher displays the "High-Frequency Word Cards" and models with words *about, around, good, great, idea, often, part, second, two,* and *world*. Using the Read/Spell/Write routine with each word, the teacher reads and points to the word saying, "This is the word *about*. Say it with me: *about*. That book is *about* jungle animals." The teacher then spells the word with students, saying, "The word *about* is spelled *a-b-o-u-t.* Spell it with me." Students then air-write, saying each letter with their teacher: *a-b-o-u-t.* This routine continues with all words.
- Teachers teach high-frequency words using the routine of reviewing previously taught words, modeling new words using Read/Spell/Write, and practicing words in isolation, sentences, and passages. Materials provide guidance in what to state to students. In Unit 4, Week 5, under the "Model" section of high-frequency words, the lesson plan tells the teacher to "Point out to children any irregularities in sound-spellings—for example, the /u/ sound is spelled *o* in the word *among*." Materials do not list each of the sound-spellings to discuss for each week but suggest the teacher point out the patterns within the weekly words.
- The materials do not provide scripted instruction for teaching students how to encode regular and irregular high-frequency words. In Unit 5, Week 1, the materials provide instructions for the teacher to point out any irregularities in sound-spellings (for example, the /i/ sound in *been* is spelled *ee*), and students practice writing sentences. The materials provide scripted instruction for teaching students how to encode regular and irregular high-frequency words: The teachers display the high-frequency word cards and use the Read/Spell/Write routine to teach each word. "Point to and say the word *answer*. This is the word *answer*. Say it with me: *answer*. I know the *answer*. Spell: The word *answer* is spelled a-n-s-w-e-r. Spell it with me. Write: Let's write the word in the air as we say each letter: a-n-s-w-e-r." The materials provide instructions for the teacher to "point out any irregularities in sound-spellings: for example, the /i/ sound in *been* is spelled *ee*."
- The materials do not provide scripted instruction for word analysis of all high-frequency words. For example, in Unit 6, Week 4, the teacher displays the words *against, anymore, complete, enough, river, rough, sometimes, stranger, terrible,* and *window.* During the beginning of the routine, teachers model by displaying the high-frequency cards and use the Read/Spell/Write routine for each word. The teacher points to and says the word *against. "*This is the word *against.* Say it with me: *against.* My wagon crashed against the lamppost. The word *against* is spelled *a-g-a-i-n-s-t*. Spell it with me. Let's write the word in the air as we say each letter: *a-g-a-i-n-s-t*. Materials suggest that teachers review all the words with students and point out that *anymore* and *sometimes* are compound words.

McGraw Hill Texas Wonders Grade 2
English Phonics Program Summary

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

- In Unit 4, Week 5, the materials allow for independent practice and review. The "Practice" section provides instructions for review: "Add the high-frequency words to the cumulative word bank. Children work in pairs to make up new sentences for each word." During "Cumulative Review," teachers review last week's words, including *baby, early, eight, isn't, learn, seven, start, these, try,* and *walk,* using the Read/Spell/Write routine; then, they mix the word cards and have children say each one. Students independently practice high-frequency words using the practice book page.
- The materials include activities and resources that cumulatively reinforce decoding high-frequency words. In Unit 5, the program provides a high-frequency words review: *air, along, always, draw, during, ever, meant, nothing, story,* and *strong.* The teacher says the words and has students Read/Spell/Write them. The teacher lists the words so students can self-correct. During "cumulative review*,"* the teachers use the same routine to review last week's words. Later in Unit 5, the students identify the high-frequency words in connected text and blend the decodable words. The sentences include "I don't really need anything," "How many children are in a class?" "Everybody likes that music," "Let's play ball instead of cards," and "Write your name on the top of your paper." Activities and resources do not include cumulative review.
- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). In Unit 6, Week 4, the teacher displays the "High-Frequency Word Cards" for the words *against, anymore, complete, enough, river, rough, sometimes, stranger, terrible,* and *window.* Students participate in the Read/Spell/Write routine for each word and write a sentence including each word. Student pairs use each of the words in conversation, ending with writing a sentence for each word.

Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).

- The materials provide resources for recognizing, reading, and spelling high-frequency words in isolation. In Unit 2, Week 5, the materials provide an opportunity for a high-frequency words review of *bird, far, field, flower, grow, leaves, light, orange, ready,* and *until.* The teacher says the words and has students Read/Spell/Write them. The teacher points out any irregularities in sound spelling.
- Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation and connected text. In Unit 3, Week 5, the teacher and students say each high-frequency word: *America, beautiful, began, climbed, come, country, didn't, give, live,* and *turned*. Students participate in the Read/Spell/Write routine. Students read the following sentences several times to practice building word automaticity: "I want to learn about America," "Their baby began to cry," and "This is a great country!"
- Materials provide a variety of activities and resources for students to recognize and read high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). In Unit 4, Week 5, decodable reader instruction says to "Begin to read 'The Caring King's Fair Wish.' Children point to each word, sounding out decodable words and saying

high-frequency words quickly. If children need support reading decodable words, model blending. If children are having difficulty with high-frequency words, reread the word in isolation and then in context." In the high-frequency lesson for Guided Practice/Practice, materials direct teachers to *"*Have children identify the high-frequency words in connected text and blend the decodable words" and lists sentences that include high-frequency words and decodable words, such as "A flower is *among* the leaves," and "Fran *bought* milk for lunch."

- Materials provide a variety of activities and resources for students to recognize and read high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). In Unit 6, Week 2, students participate in guided practice, reading sentences and identifying the high-frequency words *alone, became, besides, four, hello, large, notice, round, suppose,* and *surprised* in the connected text sentences. Sentences include "Nick stood alone on the stage," "It became cold at night," and "Are there four pigs in the pen?"

McGraw Hill Texas Wonders Grade 2
English Phonics Program Summary

Indicator 3.C.3

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

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

Meets | Score 4/4

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

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

Evidence includes but is not limited to:

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

- The grade 2 resources include the "Instructional Routines Handbook," which explains the "Multisyllabic Words Routine" and provides detailed instruction for teachers and students for each syllable type as well as the syllable division principles. The "Multisyllabic Words Routine 4 Steps" include Explain, Model, Guided Practice, and Practice. During Routine 2 of the Multisyllabic Words Routine, the teacher introduces and reminds students that each syllable in a word has one vowel sound. This routine includes an Introduction for each syllable type and a 3-step gradual release process for the teacher and students: "I Do, We Do, You Do." The phonics

section of the "Foundation Skill Grades 2–3 Lesson Cards" includes syllable-type lessons for each syllable type.

- The grade 2 "Foundational Skills Scope and Sequence" shows the systematic sequence for introducing syllables. Syllables introduction begins during the "Structural Analysis" lesson. In Unit 2, Week 2, the teacher introduces CVCe syllables; in Unit 3, Week 2, open syllables; in Unit 4, Week 5, r-controlled vowel syllables; in Unit 5, Week 2, C + le syllables *(el, al, tion, sion);* and in Unit 5, Week 4, vowel team syllables.

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

- Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. Within the grade 1 materials, the "Instructional Routines Handbook" explains the "Multisyllabic Words Routine" for the teacher. In Step 1, the "Explain" section, the teacher reminds students that "a syllable has one vowel sound, although that sound may be represented by more than one letter." The routine continues to explain to teachers that breaking a word into syllables can help students decode it. The teacher introduces or reviews the lesson's target syllable pattern using the explanations for the syllable type; one description includes "Closed Syllables end in a consonant. The vowel is *closed in* by the consonants and the sound is usually short *(rab/bit).*" "The teacher writes words containing the target syllable type on the board. Students underline the target syllable type in each word." The teacher "Guides them to sound out the syllables and blend the syllables into a word" and has "students chorally read the words." The students work with partners and use the "Word-Building Cards" to "Build words containing the target syllable type." In step 4, "Practice," students practice reading and writing multisyllabic words in isolation and within text.
- In Unit 3, Week 2, a lesson guides the teacher to model open syllables with the directions to write the word *pilot* and read it aloud; draw a line to divide the word into syllables. The teacher explains to students that some words can be divided "into syllables, or word parts." "Explain that every syllable in a word has one vowel sound. Say, 'Look at the word: *pilot*. I will clap the syllables as I say it: *pi* (clap) *lot* (clap). The word *pilot* has two syllables, or word parts: *pi-lot.* The first syllable is */pī/.* The first syllable ends in one vowel. This is called an open syllable. Most open syllables have a long vowel sound. The first syllable in *pilot* has the long *i* sound*, /ī/, pi.*" The teacher points out the second syllable in the word *pilot*. Teachers guide students to understand that they may need to approximate sounds when reading multisyllabic words.

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

- The Instructional Routines Handbook explains the Multisyllabic Words Routine for the teacher. In Step 1, the Explain section, the teacher reminds students that "a syllable has one vowel sound, although that sound may be represented by more than one letter." Breaking a word into syllables can help students decode it. During Step 3, after the teacher leads the students in Guided Practice*,* the students work with partners and use the Word-Building Cards to "Build words containing the target syllable type." In Step 4, "Practice," *s*tudents practice reading multisyllabic words with the following activities: completing pages in the practice book, reading

decodable texts, speed drills, and writing words that contain the target syllable pattern. This information provides the reference to reteaching; the teacher receives no other directions or resources for the reteach or review.

- Materials incorporate activities and resources for students to develop and practice skills. For example, in Unit 3, Week 2, the lesson directs students to read each word and clap out the syllables as they read. Students identify the open syllables in the words. Words include *silent, item, basic,* and *bison*.
- Materials incorporate activities and resources for students to develop and practice skills. In Unit 5, Week 4, the Structural Analysis lesson for "Vowel Team Syllables" directs the teacher to remind students that "when they see a vowel team in a long word, such as *au* or *oy*, the letters that make up the team must stay together in the same syllable." This can help them decide how to divide up, or chunk, an unfamiliar word to figure out how to pronounce it. The teacher writes the word *awkward,* reads it aloud, and then draws a vertical line between the *k* and the *w* that follows it. The teacher reads each syllable and reminds students that each syllable has one vowel sound. The modeling continues, circling the letters that make each vowel sound and drawing students' attention to *aw*. The teacher continues modeling with the word *eastern*. Students practice with *raincoat, yellow, squawking, joyful,* and *spoiling.* This lesson allows for reminders, which do not constitute a cumulative review.

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

- The materials provide decoding in isolation that does not review or build on previous learning beyond the current unit within the Foundation Skill Grades 2–3 Lesson Cards document, during the Step 3 "You Do" for transition to longer words. The teacher writes the syllables and words below. Students "read the syllable or word in the left column." The teacher asks students whether it is an open syllable or a closed syllable and helps students "use this information to correctly pronounce the syllable or word." The teacher reviews "the *consonant + le* syllable pattern, and students underline the *consonant + le* syllables in the words in the right column." The class reads the words in the right column chorally. Teachers point to each word parts in random order, varying the speed: /can, man, han/, /dle, tle, dle/, /candle, mantle, handle/, /sa, ca/, /dle, tle/, and /saddle, cattle/. The materials suggest that teachers *"*Throughout the year, use this routine with a variety of words that have different syllable patterns to give students targeted practice in decoding multisyllabic words."
- Materials provide 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 Unit 3, Week 2, the lesson directs students to read and clap out syllables from the word list. Students identify the open syllables in the list. Words include *minus, tiger, vacant,* and *bison.* Students then independently practice words with open syllables in the Practice Book. Students read each word and then draw a line between the syllables. Students write each syllable on the provided lines. Words include *cozy, secret, silent, donut,* and *human.*
- Materials provide 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; they do not provide instruction that builds or reinforces previous instruction. In Unit 5, Week 2, "Final stable syllables (-le, -el, -al)," the script directs the teacher to write the word *candle* and underline the letters *le*. "Say: I will clap the syllables as I say this word *can/dle, candle*. The word *candle* has two syllables or word parts. Each syllable has a vowel sound. When a word ends in *-le*, /əl/, the consonant before it plus the letters *-le* form the last syllable." The students and teacher say the word together: *can/dle, candle.* For guided practice, the teacher writes *saddle, rental, mental, bagel, jiggle, crumble.* The students clap out the syllables as they read aloud each word. For independent practice, students draw a line to divide words into syllables for *puzzle, purple, funnel, total,* and *little.* After completing this activity, students use the words to complete sentences such as "Henry used a…to pour the tea into a jar." "What is the…cost for all of the items?" "Sarah finished putting the…together." In a partner activity, students read the words and sentences. The interactive online activity reinforces the skill, using the same words for extra practice.

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Indicator 3.C.4

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

1	Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	M
2	Materials provide direct (explicit) instruction for supporting recognition of common morphemes.	M
3	Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension.	M
4	Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review).	PM
5	Materials provide a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	M

Partial Meets | Score 2/4

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

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

Evidence includes but is not limited to:

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

- Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. In the "Grade 2 Scope and Sequence," the "Vocabulary Scope" reflects a focus on inflectional ending and root words in Unit 1, affixes and antonyms in Unit 2, compound words and affixes in Unit 3, and affixes in Unit 5.
- The lessons on morphemes build upon prior learning. Students in grade 1 decode words with the inflectional endings *-er* and *-est* from Unit 5. In grade 2, students continue to read words with these inflectional endings and additional high-utility inflectional endings such as *-ed* and *-ing* in Unit 2.

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- Materials build on simple to more complex skills. In Unit 1, the "Structural Analysis" lessons begin with plural nouns using *-s, -es* in Week 1, followed by Inflectional endings *-s, -es* for verbs in Week 2. The materials follow this sequence to differentiate between nouns and verbs. In Unit 4, Week 1, the Structural Analysis lesson introduces prefixes *re-, un-, dis-,* and suffixes *-ful, -less*.

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

- In Unit 1, during a Structural Analysis lesson, the teacher models and explains, "When -s is added to a noun, it means there is more than one of that thing. It can sound like /s/ in cats or like /z/ in kids*."* Teachers write the words *pass* and *passes* and underline the *-es.* The teacher says, "This is the ending -es. It also means more than one thing and points out the spelling rule "the ending *-es* is added to nouns that end with *s, x, ch,* or *sh.*"
- In Unit 3, a structural analysis lesson, the teacher models comparative endings *-er* and *-est*. The teacher writes the words *higher* and *highest,* underlining the endings *-er* and *-est*. The teacher explains to students, "You can use adjectives to compare nouns and explains that you can add the ending *-er* to an adjective to compare two nouns and you can add the ending *-est* to an adjective to compare more than two nouns." The teacher writes the sentences, "Your kite is higher than my kite" and "Jan's kite is the highest one of all." The teacher points out that the word *higher* compares two kites, and the word *highest* compares more than two kites.
- The program intertwines decoding and encoding of common morphemes to build automaticity and accuracy. In Unit 5, Week 3, the teacher helps students create different forms of target words by adding, changing, or removing affixes. The teacher writes *champion* in the first column of a chart, then writes *championed* and *championship* in the next two columns. The teacher and students discuss each form of the word and its meaning. Students share sentences aloud using the words. The students work in pairs to fill in charts for *determined, issues, promises, responsibility, right, volunteered,* and *votes*.

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

- The materials include specific instruction to support students with decoding, encoding, and reading. In Unit 1, the explicit instructions for plural nouns (*-s*) include, "Say the words *hat* and *hats.* Ask children to listen closely to hear what is different. Point out the /s/ sound at the end of *hats.* Repeat with *pin* and *pins*, having children listen for the /z/ sound; repeat with *lass* and *lasses,* having children listen for the /ez/ sounds. Write the words *hat* and *hats* and underline the letter *-s* at the end of *hats.* Tell children that the letter *-s* at the end of *hats* means that there is more than one hat; repeat with *pins* and *lasses.* During guided practice, the teacher writes the words *bus, lid, pan, lip, mat, kid, map, miss,* and *can* and helps children blend the words. Children write the correct plural form for each noun and blend them. Teachers point out the /s/ and /z/ sounds for *-s,* and the /ez/ sounds for *-es.* Teachers guide practice and offer corrective feedback as needed until children work independently.
- The materials provide a variety of activities and resources to develop morphological awareness skills. In Unit 2, the material directs the teacher to read lines 3 and 4, and model how to use a suffix to determine the meaning of a word. The teacher thinks aloud: "I notice the word has an -*ly* ending, and I know that ending means *in a certain way.* I see the word *hand* and the schwa sound, too. I know the word *handy* means *useful*."

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- Students engage in multiple readings that focus on the application of base words and affixes; the reading practice of the base words and affixes is evident but not writing activities. In Unit 5, the students practice identifying the meaning of words with affixes: "Read the fifth paragraph on page A1. What is the root word of *careless*? (*care*) What suffix was added to *care* to make *careless*? (*less*) Use the root word and suffix to tell the meaning of *careless*. (without care) How does this word help you understand the story? (It explains why the kitten ran away.)"

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

- Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills. In a Unit 3 suffixes lesson, the teacher displays the on-level small group's passage "Musical Expression" and reads the third paragraph. The teacher discusses the meaning of *unhappy,* meaning *not happy,* telling the students the prefix *un-* means *not*. Students generate other words with the prefix *un-* and words that mean *not*. Student pairs use the words in a sentence. Materials incorporate words that contain grade-level morphemes but do not contain explicit language in whole-group instruction to guide the teacher on intentional review tasks.
- In grade 2, the program incorporates a variety of activities that develop, practice, and reinforce skills. The units do not provide review of previously learned material, and the units appear to be "stand alone," not connected to each other. Unit 4 directs teachers to "Remind children of the abbreviations for *street, mister, missus, doctor,* and *avenue.*" Children write abbreviations for these words and use them in sentences. Teachers check capitalization and periods where needed.
- The materials provide a variety of activities and resources to develop morphological awareness skills. In Unit 2, Week 5, in the vocabulary strategy lesson, the materials direct the teacher to read lines 3 and 4 and model how to use a suffix to determine the meaning of a word. The teacher thinks aloud: "I notice the word has an *-ly* ending, and I know that ending means '*in a certain way.*' I see the word *hand* and the schwa sound, too. I know the word *handy* means useful." The teacher rereads, and students identify the root word and use the word to tell the meaning in the sentence. Materials do not incorporate cumulative review.

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

- The materials provide a variety of activities and resources that involve decoding in isolation and encoding morphemes in context during the weekly structural analysis lessons. In Unit 4, Week 4, teachers introduce and practice abbreviations; the teacher asks students to work with a partner to reread each abbreviation and write sentences with the abbreviations: St. for Street, Mt. for Mount, Apt. for Apartment, Dr. for Doctor, Rd. for Road, Ave. for Avenue. Students check their spelling with the written examples. On Day 7, students write the title or place using the correct abbreviation, such as Doctor Smith=Dr. Smith, Seaside Avenue=Seaside Ave., Apartment 7A=Apt. 7A, Mount Olympus=Mt. Olympus.
- The materials provide a variety of activities and resources that involve decoding and encoding of morphemes in connected text. In Unit 5, the teacher displays the on-level differentiated passage

"The Lost Kitten." The teacher reads the third paragraph, identifies the suffix in the word *hopeless,* and determines its meaning. Pairs of students identify another word with the *-less* suffix in the passage (*careless*). The teacher asks them to brainstorm other words they know with that suffix and discuss their meanings. Students use the words in sentences.

- Materials provide opportunities for students to encode words with morphemes in isolation and in connected text. In a Unit 6 lesson, students write sentences in their writer's notebook using target vocabulary with words including *create, dazzling, imagination*, and *seconds*. Students write sentences that provide context to show what the words mean. Students generate synonyms and antonyms for the word *create*. Student pairs think of words to add to the "Synonym and Antonym" chart. Possible synonyms include *make, build, design,* and *invent*; possible words for antonyms include *break*, *destroy*, and *ruin*. Students write the words in their writer's notebook.

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Indicator 3.D.1

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

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

Meets | Score 4/4

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

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

Evidence includes, but is not limited to:

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

- The lessons have embedded modeling. In Unit 4, Week 1, during phonics practice with the decodable "The Thumb's-Up Rain Forest," the teacher models during the "Preview and Predict" section. The teacher *"Points to the title of the story; children sound out each word as the teacher runs a finger along the words."* During the "Read the Decodable," the teacher begins reading the story "The Thumb's-Up Rain Forest." After reading a few pages, students point to each word, sounding out the decodable words and saying the high-frequency words quickly. If students need support reading decodable words, materials direct teachers to model blending for them; if students are having difficulty with high-frequency words, reread the word in isolation and then in context.
- The lesson plans include guided practice with decodable phrases/sentences and decodable texts. In Unit 5, Week 5, during a "Word Work" lesson, the material offers the explicit guided practice of word automaticity as the students practice reading decodable words in a choral reading in one minute; then, the teacher models blending missed words. The teacher gives examples to the students, saying, "Let's do some together." The teacher blends and reads the words *head, ahead,* and *instead* and provides corrective feedback. The lesson plan includes practice with a word list; the students practice blending and building *double, trouble, couple, system, symptom, spread, bread,* and *breath.*

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- The lesson plans include guided practice with word lists, decodable sentences, and decodable texts. In Unit 6, the teacher displays Word-Building Cards *r, i, d, d, l, e* and says, "When a word ends in a consonant plus *-le*, I know that the consonant and *-le* form a syllable. The letters *r, i,* and *d*, stand for the sounds /*rid*/. The letters *d, l, e* stand for /*del*/. Listen as I blend: /*rid*/ /*del*/. When I put the syllables together, I get the word *riddle*." The teacher continues modeling with *marble, title, final,* and *tunnel.* Then, during a word work lesson, the teacher guides students in rereading "Jamal and Rachel's Camping Trip." The teacher points out the high-frequency words and the words with final stable syllables *-le, -el,* and *-al*. Students point to each word sounding out the decodable words and saying high-frequency words quickly. Materials direct students to practice in the practice book in another section of the lesson. Practice book examples have students read three words and then write the word that describes the picture. Examples include *petal, pail,* and *puddle* with a picture of a rose pointing to the petal.

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

- In Unit 1, Week 1, during "Phonics Decodable Reader" practice, students read with partners to focus on accuracy. With a partner, children practice reading from the decodable readers "Pat and Tim" and "Pals Help Pals," concentrating on both accuracy and appropriate rate. Teachers remind them to raise their voice at the end of a question, to read with appropriate emphasis and excitement, and offers corrective feedback as necessary. "Teachers guide them to run their fingers under the text as they read. Children note the correct reading of the words, monitor themselves, and provide feedback to their partners. During the phonics practice section, students participate in partner and independent work." On Day 2, children build the word *win* using their own cards. They continue to build words with *mat, fat, hat, ham, him, rim, dim, dam, dad, mad, lad, lack,* and *lick.* The teachers guide children and provide feedback until they can work independently. Once children have built the words, dictate the words, and instruct children to write each word; they can work with a partner to check their spelling." Materials do not include independent word reading fluency.
- The materials guide teachers to provide partner practice with word reading fluency during small group instruction. In Unit 2, Week 2, "Word Work," the teacher invites the students to work with a partner. They read "Duke and Bud's Run" to focus on accuracy. The teacher guides them to run their fingers under the text. The teacher listens to students as they read; students note the correct reading of the words, monitor themselves, and provide feedback to their partners. If they have difficulties reading accurately, the teacher provides support. Materials do not include independent word reading fluency.
- The lesson plans include teacher modeling and partner practice. In Unit 3, Week 1, in a fluency lesson, teachers explain that part of reading with expression is changing your tone of voice to show different emotions, such as *sadness*, *happiness, fear, anger,* and *excitement*. Teachers point to the last paragraph on Reading/Writing Companion and read it aloud using voice to show that Debby was excited about the electricity in her new home. Teachers ask students what punctuation mark they noticed when the teacher read with excitement (*an exclamation mark*). The teachers reinforce that punctuation marks determine appropriate expression with modeling accuracy, good expression, and appropriate rate on the second paragraph on Reading/Writing Companion. Students follow along with the teacher and then echo-read the first paragraph on

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Reading/Writing Companion. Materials direct students to choose a paragraph to read with accuracy and good expression in their small groups. Materials direct students to practice fluency independently using Differentiated Genre Passage, "Helping Out the Community." Materials do not include independent word reading fluency.

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

- The texts are aligned to the phonics scope and sequence for word-reading fluency. The materials provide word lists and texts for students to practice and emphasize a specific pattern. In Unit 2, Week 5, the materials suggest reviewing words with three-letter blends, as well as the high-frequency words *bird, flower,* and *until* before students read "A Thrilling Bird That Hums."
- The materials provide a variety of grade-level connected decodable texts, which are aligned to the phonics scope and sequence for word reading fluency. The Grade 2 Foundational Scope and Sequence states students focus on long *i* spelled *i, y, igh*, and *ie* during phonics in Unit 3, Week 2, and a Word Work lesson provides the decodable text "A Bright Flight" to support decoding words with long *i* spelled *i, y, igh,* and *ie.*
- Unit 4, Week 1 includes decodable connected printables for *short a* and *short i* titled "At Bat" and "Tim Can Tag!" The online phonics activities provide additional options that can be assigned to students for independent practice; each printable practice page reinforces weekly phonics skills.

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Indicator 4.1

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials include a variety of diagnostic tools for measuring phonemic awareness and phonics skills that reflect the continuum of skills aligned with the TEKS. In the "Placement and Diagnostic Assessment Guide," the subtests recommended for grade 2 measuring student abilities in phonemic awareness include count phonemes, isolate and pronounce phonemes, match phonemes, blend phonemes to produce words, segment words into phonemes, phoneme deletion test, add phonemes to make new words, substitute phonemes to make new words, and distinguish long from short vowels. Materials include a "Phonics and Decoding Survey" in the Placement and Diagnostic Assessment Guide with recommended subtests in grade 2 that include silent e, reading words in a list and text, r-controlled vowels in a list and text, advanced consonants in a list and text, vowel teams in a list and text, multisyllabic words in a list and text, and prefixes and suffixes in a list and text.
- In the "Grades 2–3 Foundational Skills Assessment" book (PDF), students respond to items focusing on phonological and phonemic awareness, letter naming, sight words, phonics, structural analysis, and oral reading fluency. These items assess mastery of foundational reading skills. The assessments are available for K–3 only as needed.

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

- Materials recommend that the diagnostic test should be used as one piece of information and should not be considered as definitive placement recommendations; the handbooks do not include recommendations to support informal, observational, and anecdotal notes. From the "K-5 Placement and Diagnostic Assessment," the teacher uses the various informal assessments "to confirm (or not) diagnostic assessment results," and they can lead the teacher to "administer additional diagnostic assessments based on observed student needs." Materials encourage teachers to use informal assessments along with the diagnostic and placement assessments such as Quick Checks, Assignments, and Classroom Observations. The teacher has "opportunities to observe your students at work and at play, working alone, and interacting with other students" and teachers should "be systematic with the way you do and record the observations."
- The materials include guidance to help the teacher efficiently administer the assessment and detailed information that supports the teacher's understanding of the diagnostic tools. "The Placement and Diagnostic Assessment Guide" provides an alignment guide for teachers utilizing DIBELS or TPRI as a formative assessment. The alignment provides teachers with beginning, middle, and end-of-year goals for each component of the materials. In grade 2 DIBELS and (program) alignment, students who score 54+ on the DIBELS NWF-CLS measure are considered at or above level. The TPRI alignment directs teachers to administer the TPRI in grade 2 during Unit 1, Unit 3, and Unit 5 with the following components included: graphophonemic knowledge, reading accuracy, and fluency.

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

- Materials include data-management tools for tracking individual students' results. Teachers use an Assessment "Record Sheet" to record individual student data; it includes data for "Date/Time of Year, ELA Components, and Assessment Scores" as well as a place teachers record "Observations and Next Steps."
- The materials include a data dashboard to enable teachers to document individual and whole-class data regarding progress on taught phonics skills. The data dashboard helps the teacher understand the data collected and how to use it to track student progress and target student needs. The "Data Dashboard Overview" guides the teacher on how to use and implement data in their daily routines and instruction. The Overview informs the teacher that the data dashboard collects data from online assessments, online games, and observational rubrics. The Data Dashboard Overview continues to guide the teacher in navigating the platform by selecting the desired report, exporting it to a PDF, and disaggregating data to specific standards, skills, students, classes, and activity types.
- The Data Dashboard Overview provides a detailed description of each report type and a visual to support the teachers' understanding of each report. The "Progress Report" displays data for all students in a registered class or individual student data. The Progress Report compiles data throughout the year, focusing on specific skills and/or activities over time to report student growth and mastery made. The teacher can select specific skills or activities, including phonics reporting.

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Indicator 4.2

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The "Assessment Component Resources Chart" includes the "Progress Monitoring Assessments" for each grade. These "Benchmark Assessments," given at the beginning, middle, and end of year, provide progress monitoring data for teachers to use to monitor students' longer-term progress. These assessments provide data and reports, including "Item Analysis Report Standards and Analysis Report." The assessment booklet recommends that "students need to be tested periodically to determine whether they are progressing on a grade-level or faster pace" and suggests that "many teachers administer these progress monitoring or benchmark tests on a regular schedule throughout the year: fall, winter, and spring, or over a regular period of time, such as every four to six weeks." The "Assessment Planning and Pacing Guide Chart" provides a "general testing scheduling guide."
- The materials provide "Unit Assessments," which assess the current unit's skills in phonological/phonemic awareness, phonics, and high-frequency words; the program calls them "progress monitoring"; these assessments do not show growth over time since they assess the current unit's skills and do not spiral back to any other learning or interventions. Each week's "Weekly Planner" provides a block of time to administer a progress monitoring assessment (on Day 5).
- Another assessment for second and third grade, provided by the program "Phonics and Structural Analysis Survey" (PSAS), has not been normed or standardized and directs teachers to use it as an additional informal classroom assessment. "The purpose of the Phonics and Structural Analysis Survey (PSAS) is to provide informal diagnostic information that can be used to help (a) PLAN a student's instructional program in basic word reading skills, and (b) MONITOR THE PROGRESS or IMPROVEMENT in phonics and structural analysis skill development." This assessment provides the options of being a diagnostic or progress monitoring tool.

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- The materials suggest the use of "Dynamic Indicators of Basic Early Literacy Skills (DIBELS)" for screening and progress monitoring. These short, one-minute fluency measures identify students at risk of reading difficulties; it includes First Sound Fluency (K), Phoneme Segmentation Fluency (K–1), Nonsense Word Fluency (K–1), and Oral Reading and Retell Fluency (1–6). These subtests are suggested for K–6 grades, and the materials suggest using them only as needed. The "Phonological Awareness" phonemic awareness subtests are K–3 screening & progress monitoring assessments, administration occurs only as needed for grades 2–3. DIBELS is an outside assessment tool. The materials also suggest the use of "Texas Primary Reading Inventory (TPRI)" for screening and progress monitoring. TPRI is not included in the materials. TPRI contains screening subtests as an easy way to identify students who are likely to experience success in reading and do not need to be further diagnosed for reading difficulties. The inventory (diagnostic) section helps the teacher identify strengths and weaknesses, the administration is in groups in grades 2 and 3. The progress monitoring sections measure progress in reading fluency; there is no evidence of progress monitoring measures for phonics skills at this grade level. TPRI is an outside assessment tool.
- Materials provide progress monitoring assessments as a student moves through the Tier 2 intervention lessons. For example, in Lesson 73 in the Tier 2 Word Study Intervention, the teacher administers an assessment gaining data on a student's progress on vowel-consonant-e, using contractions, and three-letter blends. Students read a list of real words and a list of nonsense words allowing the teacher to analyze their decoding skills as targeted in previous lessons. Real words include *late, take, name, dog's, Meg's, don't isn't, hasn't, string, scratch,* and *stripe*. Nonsense words include *grepe, clibe, scrad, strub, spiled, ridn't,* and *stob's.* These progress monitoring assessments only assess the skill learned and practiced that week and do not include past skills learned*;* they do not measure growth over time for similar skills. These program-supplied assessments do not show growth over time since they assess the current unit's skills and do not spiral back to any other learning or interventions.

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

- The Assessment Component Resources Chart includes the Progress Monitoring Assessments for each grade. These Benchmark Assessments, given at the beginning, middle, and end of year, provide progress monitoring data for teachers to use to monitor students' longer-term progress. These assessments provide data and reports, including Item Analysis Report Standards and Analysis Report. The assessment booklet recommends that "students need to be tested periodically to determine whether they are progressing on a grade-level or faster pace" and suggests that "many teachers administer these progress monitoring or benchmark tests on a regular schedule throughout the year: fall, winter, and spring, or over a regular period of time, such as every four to six weeks." The Assessment Planning and Pacing Guide Chart provides a "general testing scheduling guide." The materials do not provide specific guidance on determining frequency of progress monitoring based on students' strengths and needs.
- Progress monitoring assessments provided in Tier 2 intervention are embedded throughout lessons for continuous progress monitoring to continue to collect data ensuring student mastery of specified phonics skills. In Lesson 44 in the "Tier 2 Phonics Intervention" handbook, the materials guide teachers to administer the progress monitoring tool to collect data on applying

short a, short e, and *short i* decoding real and nonsense words. Real words include *win, ax, jet, quit, zip,* and *yes.* Nonsense words include *wef, wib, jat, yog, ap*, and *jit*.

- The Tier 2 phonics intervention continues to guide the teacher in collecting data on individual student progress throughout the intervention. In Lesson 58, the materials provide a progress assessment, decoding real and nonsense words with closed syllables, closed syllables with blends and digraphs, and vowel-consonant-*e*. Real words include *slip, step, plan, thick, patch, rich, fetch, shell, race, write,* and *wrap*. Nonsense words include *sheg, chab, skitches, whid,* and *shumb.* The "Phonics/Word Study Intervention" handbook includes 8–10 lessons per section that focus on a particular phonics/word study skill. At the end of the section, the handbook provides a "Section Review: Progress Monitoring." After the progress monitoring, teachers "use the results to determine which students are ready to move on and which students need to repeat the sequence of lessons."

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Indicator 4.3

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials guide the teacher in using assessment data to inform and plan for core instruction. The materials provide videos about how to use assessments. The video suggests the need to adjust assessments for English Language Learners and students new to the country. The videos support the teacher's interpretation of the data. For example, in "Linking Assessments to Instruction" or "Collecting Data for Assessment," when analyzing data, the program suggests that teachers "Make data-based grouping decisions by using the following reports to verify assessment results. For additional options for your children, refer to the reteaching and enrichment opportunities." These reports, available through the "Online Assessment Center," include "Item Analysis Report Standards and Analysis Report."
- The materials include the "K–5 Placement and Diagnostic Assessment" booklet. The introduction for "Placement Assessments" guides the teacher in using the data to inform future phonics instruction and primarily focuses on "assessments that can be used for screening and placement into an instructional level: *on grade level, beyond level,* or *approaching level.*" The K–5 Placement and Diagnostic Assessment book helps teachers "manage the use of multiple assessments, compare and interpret the results, and then use that information for instructional planning. It provides basic definitions and clear guidance on how test scores can be a useful resource for addressing your students' needs."
- The assessment tool results in data that is easily analyzed and interpreted. The "Grades 2–3 Placement Chart" states, "IF students score In the 50th percentile or higher in the Oral Reading Fluency Assessment AND 80% correct or higher on the Reading Comprehension Tests" THEN

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"Begin instruction with *Wonders* On Level materials." It recommends the teacher "use *Beyond Leve*l materials for students who score high on placement assessments and easily complete *On Level* assignments." The chart shows "IF students score Below the 50th percentile on the Oral Reading Fluency Assessment AND 60%-79% on the Reading Comprehension Tests" THEN Begin instruction with *Wonders* Approaching Level materials." The chart also shows, "IF students score below 60% correct on the majority of the Phonics Survey Subtests OR Less than 40 correct words on the Sight Word Fluency Assessment" THEN students require focused, intensive instruction" and the teacher should "place students in Approaching Level materials and engage students using appropriate lessons from the intervention materials.

- The materials guide the teacher in using assessment data to inform and plan for core instruction. The materials provide a video, "Collecting Data," which guides the teacher on how to create anecdotal observations to collect individualized data on each student. The video guides the teacher to use this observational data to support student grouping, plan instruction, target student needs, samples of reports, and "when to use." Access is provided after clicking on any of these tabs on the teacher dashboard: "Resources," "Professional Development," "Assessment & Data," and then clicking on the "Know Your Reports User Guide."

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

- The materials guide the teacher in using assessment data to inform and plan for core instruction. The materials provide a "Spelling Inventory" with a guide to specific student groupings to create differentiated spelling groups. The stages of spelling within the data chart progress from *Emergent, Letter Names, Within Word Patterns, Syllables and Affixes,* and *Derivational Relations*. The students are placed in groups based on their performance on the spelling inventory administered by the teacher. The words include *top, can, wig, bell, lost, brick, lump, dress, strong, scratch, shape, chain, clear, fright, stool, flutes, blinded, crown, taught, gliding, worries, sparkle, fountain, chopped,* and *follower.*
- The materials include tools for teachers to analyze weekly progress monitoring data with an "if not…then" chart. The Unit 2, Week 2, progress monitoring tool for fluency: "If children score 31–39 WCPM in fluency, then assign lesson from Sections 1, 9, or 10 of Fluency PDF.
- The materials include tools for teachers to analyze weekly progress monitoring data with an "if not…then" chart. The Unit 5, Week 5, progress monitoring tool for fluency: "If children score 0–80 WCPM in fluency, then assign lesson from Sections 2–8 of Fluency PDF.

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

- Materials provide student resources that teachers can choose from to respond to student data. The materials provide resources in response to students' academic performance. Based on the *"*Phonics and Decoding Survey" results, the materials provide Tier 2 intervention support targeting individual needs. Materials continue to provide progress monitoring assessments as a student moves through the Tier 2 intervention lessons. For example, in Lesson 105, the teacher is prompted to assess skills targeted in intervention consisting of one-syllable and multisyllabic words with various syllable types, including *r-controlled* and *vowel teams.* The tool guides

students to decode real words. Real words include *fur, soon, coin, growl, unpaid, reader, pork, haul, repaying, walker, smartly,* and *sprawl.*

- Materials provide student resources that teachers can choose from to respond to student data. The materials provide "Foundational Lesson Cards" for students who are identified as needing Tier 3 support from diagnostic assessments in the beginning of the year, middle of the year, and end of the year. The Foundational Skills Lessons progress from simple to more complex and target a student's needs based on their deficits. For example, in Foundational Skills Lesson 9, the teachers focus on the skill of syllable blending. The lesson provides a model of I Do, We Do, You Do along with a quick check to monitor progress. The teacher begins to model by saying the syllables in the word *clapping* and clapping while saying them. The teacher models blending the two syllables in *clapping* together. The students practice clapping and then blending the sounds in penny, apple, and paper with the teacher's guidance. Students then practice blending syllables with their assigned partners. Words include *orange, puppet,* and *number.* A quick check script is provided: "Can students blend syllables? If not, provide additional modeling and guided practice with syllable blending using the words in 'You Do' and on Card 23." Words include *precious, static, peaceful, welcome, playful, teaching, pretend, opposite,* and *imagine.*
- Materials provide resources teachers can choose from to respond to student data. "Tier 2 Intervention Phonics/Word Study Teacher's Edition K–2" suggests using Weekly Assessments, Unit Assessments, and Progress Monitoring results to determine which students are ready to move on and which need to repeat lessons. There are practice pages for different skills, such as long *i* (*i, y, igh, ie*).
- Materials provide resources that teachers can choose from to respond to student data. The "Assessment Handbook" recommends instructional decisions. "Ways to Address Weakness" suggests, "Reteach skills in which a significant number of students are demonstrating weakness. Form groups for peer tutoring by using one student's strength to assist with another student's weakness. Mix groups often and don't allow one student to always be the 'weak' one. Use individual student work as the basis for student conferences. Plan with the student what he or she needs to work on, and how that can be done."

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Indicator 5.1

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

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

Partial Meets | Score 1/2

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

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

Evidence includes but is not limited to:

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

- Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. The "Instructional Routines Handbook" for grades K-6 provides guidance to the teacher about "Differentiated Learning." "When you think of differentiated learning, the first thing that may come to mind is small group instruction. But differentiated learning is more than that. It is a flexible approach to teaching so that your instruction meets the needs of all students. Look for the Differentiated Reading and Writing boxes in your Teacher's Editions. They provide guidance on how to use Whole Group lessons with Approaching Level, On Level, Beyond Level students, as well as English Language Learners. In addition to the scaffolded Differentiated Reading and Writing boxes, you will find lessons with support for English Language Learners, with Spotlight on Language Features woven throughout."
- The Teacher's Edition provides targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. For example, in Unit 1, Week 3, the whole-group phonics lesson objective is to blend words with "Two-Letter Blends." If students are having difficulty with two-letter blends, the lesson plan suggests additional mini-lessons under Approaching Level for a differentiated instructional approach in small group based on students' areas of need. This mini-lesson follows a gradual release of responsibility and provides a teaching script to reteach, review, and practice skills for students who need additional support for mastering foundational phonics skills. The teacher models how to blend the two-letter sound together: "The letter t stands for /t/. The letter r stands for /r/. I am going to blend these two-letter sounds together. Listen: /tr/." Then the teacher models

encoding the two-letters blend. The students practice saying the sounds with the teacher and write the letters five to ten times while saying the two-letter blend.

- The materials provide teachers with Approaching Level lessons throughout the phonics curriculum. In Unit 4, Week 4 "Word Work Phonics" lessons, the lesson provides the teacher with additional lesson support if students have not mastered *r-controlled* vowels */îr/ eer.* The Approaching lesson follows the sequence of "I Do," "We Do," "You Do." Starting off the gradual release of responsibility, the teacher says, "This is lowercase *e, e,* and *r*. I am going to trace the letters *eer* while I say */îr/*, the sounds that the letters *eer* can stand for. Trace the letters *eer* while saying */îr/* five times." As the lesson transitions to the "We Do," students trace the lowercase *o* on the Word-Building Cards while saying */îr/* five times. During the "You Do," students connect the *eer* to the sounds */îr/*. Students write the letters *eer* while saying */îr/* five times.

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

- The materials provide targeted instruction and activities to accelerate learning in vocabulary and comprehension for students who have achieved grade-level mastery of foundational phonics skills. The Unit 2, Week 3, the Beyond Level vocabulary lesson prompts the teacher to remind students an antonym is a word opposite in meaning to another word. The materials provide the teacher a "Think Aloud" using the passage "The Fox Gets Help." The script begins, "I want to identify antonyms, or words that have opposite meanings. In the second paragraph, I see the word *high*. The word *low* means the opposite of *high*." The students find the word in the same sentence and say the antonym. Student partners identify a word in the text that has a possible antonym. One student names a word in the text and asks his or her partner to name the antonym. Student partners continue the exercise with other words from the text. Using words and definitions from their writer's notebook, students write antonyms from words of their choosing.

- The materials provide suggestions for upward scaffolding students who have achieved grade-level mastery of foundational phonics skills to support extension and application of learning. These suggestions are not targeted instruction or activities; instead, the lesson suggests that students primarily complete the work independently. In Unit 3, Week 5, the Beyond Level differentiated instruction mini-lesson suggests that students use an expository text, "The Sounds of Trash," and read it, take notes, and use a graphic organizer to record the main idea of the selection and key details that support the main idea. This section includes a "Gifted and Talented" suggestion that says, "Challenge children to learn more about how an instrument from the selection makes sound." Students will make a diagram to show how the instrument makes sound and how the sound waves travel and gather facts from the library and online resources.

Materials provide enrichment activities for all levels of learners.

- The materials provide activities for all levels of learners; these activities do not provide enrichment for all levels of students. In Unit 2, Week 2, "Word Work Phonics" lessons, the students work in pairs using Word-Building Cards for short vowels and long *u: u_e.* Students take turns with their partners building sets of words. Word pairs include *mute/mitt, use/us,*

cube/cab, abuzz/abuse, stuff/staff, cob/cube, fuse/fuss, and *mutt/mute.*

- Materials provide supplemental activities for all levels of learners in foundational phonics skills. These activities do not provide enrichment for all levels of students. In Unit 3, Week 4, the interactive activity for phonemic awareness, "Blend Words with Long *i*," includes primarily "drag and drop." The student hears the word and drags the dots to each square to blend the sounds. In another activity, the students match the words that rhyme, "*sight-tight, minds-finds, child-wild*," and then, by dragging their cursor, they connect the words with a line. Additionally, students identify words from a list that have long *i;* they drag the words and drop them into a bubble map. On each activity, students can check their answers and redo the activity if needed.

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Indicator 5.2

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. In Unit 2, Week 5, "Word Work Phonological" lessons, the teacher and students read the poem "Hop and Stop" together to identify rhyming words.
- Materials engage students in mastery of the content through a variety of instructional approaches. For example, in Unit 3, Week 2, the lesson cycle for Word Work provides mini-lessons in Phonological Awareness: Identify Syllables; Phonics: Words with Long *o*, Words with Long *e*; Use of High-Frequency Words; Decodable Reader: "Three Goats and a Troll," and practice for Handwriting. The lesson plan begins with "phoneme deletion": *"Listen as I say each sound in the word *float*: /f/ /l/ /ō/ /t/. There are four sounds in *float*. I'll take away the last sound in *float*, /t/, and make a new word. When I delete, or take away, /t/, I have the sounds /f/ /l/ /ō/ left. I changed the word *float* to the word *flow*."* The teacher repeats and practices with the students using other words: *scold, bold, cold, low*. At this grade level, the materials suggest the teacher prompt children to read the connected text, sounding out the decodable words. As the teacher uses the decodable reader, one of the instructional focuses is on Foundational Skills, reviewing High-Frequency words and the long *o* sound in words. The teacher reads the story; the students point to each word, sound out the decodable words, and say the high-frequency words quickly.
- Materials engage students in mastery of the content through a variety of instructional approaches. In Unit 6, Week 3, "Word Work Phonics" lessons, the teacher displays decodable words with final stable syllables *-le, -al,* and *-el*. The students and the teacher chorally read the decodable word list while counting how many words they can read in a minute. The teacher

models blending the words for any the students miss. Words include *middle, muddle, puddle, hazel, bagel, label, yodel, mussel, final, rattle,* and *bubble.*

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

- The materials support a variety of instructional settings. In Unit 2, Week 5, "Word Work Phonics," lessons provide the teacher with a script to model introducing three-letter blends. The teacher says, "This is the word *spring*. When the consonants *s, p,* and *r* come together in a word, their sounds blend together." The teacher writes the blends *scr, spr, str, thr, spl, shr* and points to each three-letter blend and blends the sounds: */skr/, /spr/, /str/, /thr/, /spl/, /shr/* and then writes these words: *scrap, spring, stripe, throne, splash, shrink.* With the words provided, the teacher models by slowly blending the first three letters of each word and then reading the whole word. The lesson transitions to the "Guided Practice/Practice" section, and the students practice blending *scr*. The students say */skr/* as the teacher writes the letters *s, c,* and *r*. The students repeat steps with *spr, str, thr, spl, shr.* The lesson continues to progress in complexity with the "Blend" section. The teacher begins to model blending three letter blends with *str* and the Word-Building Cards *s, t, r, i, p.* The teacher repeats the modeling steps with the words *scram, sprint, thrill, split,* and *shrug*. The students then blend words with teacher support. Words include *spring, strong, scratch, shrug, strict, strap, thrill, stretch, strip, scrap, shrink, split, shred, throb, splash, stress, sprint, stripe, throne, crunch, graph, which, thinking,* and *stitch.*
- The materials support a variety of instructional settings. The "small group differentiated instruction" portion of the lesson includes suggestions for additional Approaching Level small group instruction over phonics concepts from previous lessons/units. For example, in Unit 3, Week 3, "If children need support for phoneme substitution," the materials suggest the teacher explain the substitution concept and model examples: "When you substitute a sound, you trade it for a different sound. When I trade the /h/ sound in *hold* for /b/, I change the word from *hold* to *bold*." Teachers guide the practice with word pairs *boat/goat* or *crow/grow,* and students practice independently with more examples.
- The materials support a variety of instructional settings. The "whole group" lessons provide core instruction and follow a gradual release of the responsibility model. In Unit 5, Week 2, the components of "Word Work" include modeling and guided practice. There are opportunities for independent practice: "Have children independently practice final stable syllables using Practice Book." There is collaborative partner work: "Have partners clap out the syllables as they read aloud each word."

Indicator 5.3

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

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

Meets | Score 2/2

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

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

Evidence includes but is not limited to:

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

- The Resource Library provides short videos to help teachers support Emergent Bilingual students. Video topics include "Supporting ELLs during Whole Group Instruction," "Small Groups Addressing All Proficiency Levels," and "Best Practices for Teaching ELL Students (Part 1 and 2)." Identified best practices include "clear objectives" and "differentiated support."
- Each page of the lesson plans includes the ELPS associated with that particular lesson. The "Instructional Routines Handbook" explains the routines related to Multilingual Learners, including English Language Proficiency Levels, Teaching Strategies for Language Growth, Educating English Language Learners, Language and Content Objectives, Differentiated Texts, Collaborative Conversations, Cognates and Language Transfers, Interactive Question-Response Routine, Define/Example/Ask Vocabulary Routine, Text Reconstruction Routine, and Scaffolded Shared Read Routine. The program provides whole-group, integrated scaffolded instruction at several proficiency levels. The "Spotlight on Language" feature helps students while reading texts. Support for newcomers includes references to "newcomer" components. Support for small group instruction focuses on helping English Learners understand the meaning of the texts they read and apply the skills they have learned.
- The materials include linguistic accommodations commensurate with various levels of English language proficiency as defined by the ELPS. In Unit 2, Week 2, "Shared Reading" lessons, the teacher is provided with "ELL Visual Vocabulary Cards" to support student proficiency and

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understanding with new vocabulary exposed in lessons. Vocabulary word targets include *adult* and *alive*. The materials provide a "Teacher Talk" section that provides an explicit framework to discuss new vocabulary, including *define, example, ask,* and *point*. In the "Define" section, the definition is provided for the teacher: "An adult person or animal is fully-grown. En español, adult quiere decir 'adulto, una persona o animal que se ha desarrollado por completo.'" The materials then transition into "Partner Talk," providing conversation starters for student partners discussing new vocabulary terms. Partners begin talking about an adult they know, what they think it would be like to be an adult, and how being an adult is different from being a child.

- The materials provide a "Bridge to English" PDF, which provides a lesson plan to support students learning English. In Unit 5, Week 5, the document suggests for phonics and spelling using initial s-blends that teachers "Explain to students that, while both Spanish and English have many words that begin with the *s* sound, there are no words in Spanish that begin with s-based, two-letter consonant blends, such as *sc, sk, sl, sm, sn, sp, st, sw,* or three-letter blends such as *spl, spr, squ, str*." Teachers write words on the board, say each word aloud, and have students repeat them: *scared, skit, slide, smart, snow, spin, state, swim, split, spring, squash, straw.* The directions continue, "It may be helpful to start with a word beginning with an *s* sound, emphasizing that sound, and then say a word with an s-blend*: sing/sting, song/strong,* etc. Ask students to think of more words they know that start with s-blends."

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

- Materials provide a "Language Transfers Handbook," which includes a transfer chart aligning sounds and phonics in English to Spanish, Cantonese, Vietnamese, Hmong, Korean, Tagalog, Arabic, Urdu, Russian, Haitian, Creole, Portuguese, and French. The options suggest utilizing Sound-Spelling Cards, cognate instruction, and sample lesson plans. A note in reference to teaching spelling patterns for "other languages" suggests, "Students whose native language is not English will need additional articulation support to pronounce and perceive nontransferable English sounds. Use the articulation photos on the backs of the Sound-Spelling Cards and the student-friendly descriptions of how to form these sounds during phonics lessons."
- Materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English. The Instructional Routines Handbook, in the "Educating English Language learners" section, explains that "Newcomer students have varying amounts of formal schooling in their own countries, as well as different levels of literacy in their home languages. Newcomers must adapt to a new school system, develop conversational ability in English, learn basic reading skills, while also acquiring academic English and content." It goes on to explain, "To progress academically, newcomers must have access to high-utility vocabulary from which they can build English language skills. Much of this vocabulary will become a part of their everyday speech when they are given opportunities to converse with their classmates." The "Seven Principles to Help Your Students" section explains, "Capitalize on Student's Home Language, Knowledge, and Cultural Assets. Ways to do this include providing opportunities for students to engage in conversational exchanges that permit some interpretation to take place in their first language, giving first-language definitions for the targeted vocabulary, teaching word-

learning strategies that help ELLs uncover the meanings of cognates, and connecting key concepts to students' prior knowledge or experiences at home and in their community."

- "Cognates Strategy Instruction" suggestions include, "Help students whose first language shares cognates with English draw on their first language knowledge by teaching how to use cognate knowledge by explaining that cognates are words that look similar, sound similar, and share meanings across some languages, that many words have multiple meanings and sometimes cognates share one meaning but not others; and sometimes words look and/or sound alike but are not cognates. *Pie* is an example. It means 'foot' in Spanish but 'a type of pastry' in English."

- The "Bridge to English" at the end of each "Genre Study" connects students' Spanish language skills with the English language skills they need to be academically successful. It provides students of varying English proficiency levels opportunities to interact as they develop their language skills in the four modalities: reading, writing, listening, and speaking. Each Bridge has "Language Objectives" to provide students with their English-learning goals for each lesson. Teachers provide in-depth word instruction, point out Spanish cognates, present words in context, and apply strategies to reinforce students' understanding. The "Spelling and Phonics" section features aspects of English that research has shown are the most linguistically and phonetically challenging for native Spanish speakers to master.

- In Unit 5, Genre Study 1, the "Bridge to English" lesson plan provides the language objectives for all the phonics components: in vocabulary, the students will learn new key and academic words; in spelling and phonics, the students will pronounce final *al* correctly. In the "Vocabulary" section, the key words are in both languages and ask students "if they saw any of these words in the selections they read in this lesson." The teacher reads aloud the words, their definitions, and points out cognates. Using sheltering techniques, such as gestures, pictures, and realia, the teacher supports students' understanding. Students practice pronunciation and word usage in context.

- The materials encourage strategic use of students' first language as a means to linguistic, affective, cognitive, and academic development in English. The Language Transfer Handbook guides teachers to transfer sounds from a student's native language to learn English sounds. The handbook includes the "International Phonetic Alphabet" with English vowel and consonant sounds that transfer in multiple languages, including Spanish, Cantonese, and Vietnamese. For example, the /f/ sound in the word *farm* would transfer to Spanish, Cantonese, Vietnamese, and Hmong.

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Indicator 6.1

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

1	Materials inform families about the program and provide suggestions for how they can help support student progress and achievement.	Yes
2	Materials provide specific strategies and activities for families to use at home to support students' learning and development	Yes
3	Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.	No

Not Scored

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

Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. Materials provide specific strategies and activities for families to use at home to support students' learning and development. Materials do not contain resources to help teachers communicate with families in an ongoing manner regarding student's progress.

Evidence includes but is not limited to:

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

- Materials contain a "Student Access for Online Resources" letter to parents with username and password information along with how to explore the workspace. The materials contain a "School to Home" section that has a weekly letter informing parents of the student's goals and phonics. This letter is available in multiple languages, including Spanish, Arabic, Chinese, Korean, Urdu, Vietnamese, Tagalog, and Hmong. In Unit 3, Week 3, the "School to Home" section contains a digital letter to be sent to parents with student goals stating, "I can read and spell words with long *o* and long *e* sounds." The letter states that in Week 3, the focus for spelling/phonics pattern will be long *o* and long *e* during Week 4. Explicit directions for parents include, "You will pick a word from the list, you and your child will pronounce the word, and you will write the word on a piece of paper. Your child will find a list word that has the same spelling of the long o vowel sound. This week's words contain the phonics sound of long o, spelled o, oa, ow, and oe." Example words from the word list include *told, most, float, coat, toast, mow*, and *show*.
- The materials include information about how families can support student progress and achievement. The Student Workspace contains a tab, "School to Home," which includes parent letters, activities, and suggestions for home practice. The weekly letter explains the objectives of the lessons and how families support student progress. In Unit 2, Week 1, the family letter displays the learning goals for the week, and the "Word Workout" includes vocabulary, high-frequency and category words, and phonics. Parent activities include Spelling Words, Week 1, "Words with short *o* and long *o*. As you say each list word, have your child spell it and say a rhyming word. Your child will write a short two-line poem using one of the rhyming word pairs.

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This week's phonics sounds are short o as in *hot* and long o as in *bone*." Spelling words include *secret, spend, customer, choose, tools, fair, rescue,* and *scurries*.

- In grade 2, materials for each unit include a "School to Home" letter. The spelling practice suggests, "Spelling Words, Week 1: Words with short *o* and long *o.* As you say each list word, have your child spell it and then say a rhyming word. Then your child will write a short two-line poem using one of the rhyming word pairs. This week's phonics sounds are short *o* as in *hot* and long *o* as in *bone.*"

- In grade 2, the "School to Home" letter for Unit 2, Week 2, includes information about specific strategies and activities for families to use at home to support students' learning and development. In the Word Workout section of the letter, it says, "Spelling Words Week 2: Words with short *e, o, u*. You will read a short poem, emphasizing the word at the end of the first line. Your child will choose the list word that completes the rhyme and then identify the rhyming sound in the word. This week's words contain the phonics sound of *e* as in *bed,* the *o* as in *cot,* or the *u* sound as in *bug.*"
- The material includes information about how families can support student progress and achievement in the section "School to Home." The letter to the family explains the objectives of the week and how they support student progress. This letter displays information about the class Workout (Words to Know and Spelling/Phonics) and the spelling list. In Unit 2, Week 5, for Beyond Level, the material suggests: "Use the following activities for practicing the above words with your child. 1. Create flashcards by writing each word on an index card or slip of paper. Practice them with your child. 2. Make up a sentence using a word on the list, but say 'blank' in place of the spelling word. Have your child pick the word that completes the sentence by saying the word and spelling it. 3. Say a word on the list and have your child spell it. Then ask your child to say a word that rhymes with the word just spelled. Have your child write a short two-line poem with one of the pairs of rhyming words."
- Materials support parents, including strategies and activities to support their students. In Unit 3, Weeks 1 and 2, the "School to Home" section contains a digital letter to be sent to parents with student goals stating, "I can read and spell words with short *a* and *i* and short *e, o, u*." The letter states that in Week 1, the focus for spelling/phonics pattern will be short *a* and *i,* with a focus on short *e, o,* and *u* during Week 2. Explicit directions for Week 1 include, "As you read each word aloud, have your child identify the sound he or she hears in the middle of the word. This week's words contain the phonics sound short *a* as in *cat,* or the short *i* sound as in *hit*." The letter then states specific directions to support parents at home in Week 2 with the script, "You will read a short poem, emphasizing the word at the end of the first line. Your child will choose the list word that completes the rhyme and then identify the rhyming sound in the word. This week's words contain the phonics sound of *e* as in *bed,* the *o* as in *cot,* or the *u* sound as in *bug."*

- The grade 2 materials provide open emails/letters to inform families in an ongoing manner about their child's progress. The "Resources" tab, under "School to Home," provides a "My

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Messages" template for teachers to send to families. Materials do not contain any specific templates or suggestions for teachers to communicate with families about assessments, progress monitoring, or support in areas of need.

- The materials provide a weekly newsletter to help parents support student learning and development, but not a letter to families explaining the developmental continuum of phonological awareness, phonics, and/or spelling. The teacher assigns and customizes resources according to the student profile. In the "My Message" tab, the family finds the resources and communicates with the teacher.
- Materials contain a messaging system for parents and teachers to communicate back and forth. However, materials do not provide information on how or when to communicate students' progress to parents. The materials do not include materials to support teachers in communicating with parents about students' progress in an ongoing way throughout the school year.
- Materials do not contain resources to help teachers communicate with families in an ongoing manner regarding students' progress. The only guidelines for the teachers include "The results of the assessments provided in Assessment can be used to inform subsequent instruction and assist with grouping and leveling designations."

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Indicator 6.2

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

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

Not Scored

Materials incorporate technology into the lessons to enhance student learning.

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

Evidence includes but is not limited to:

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

- The "PreK-12 Digital Tech Support" link at the bottom in the online Teacher Edition provides the compatibility required for online access to teacher and student materials. It states, "In order to use all functions of McGraw Hill digital programs effectively, you must use an updated web browser. We currently support the following browsers and versions:
    - Google Chrome 86+
    - Mozilla Firefox 86+
    - Apple Safari 12+*
    - Microsoft Edge 90+"
- The PreK-12 Digital Tech Support website includes instructions to "Install the App and Log In: Follow the steps below to install the ConnectED app on a supported tablet or phone. You can check the system requirements at https://mhedu.force.com/DTS/s/article/McGraw-Hill-System-Requirements.
    1. Access the appropriate App Store.
    2. Search for "McGraw-Hill K-12 ConnectED" and select the McGraw-Hill K-12 ConnectED app icon (green hills and blue sky).
    3. Follow the normal process to install the free McGraw-Hill K-12 ConnectED app.
    4. Once installed, launch the app and enter the same username and password used to log in at my.mheducation.com. This is the same username and password you use to access your ConnectED programs."
- The Technical Support includes "ConnectED - How to Access and Use the ConnectED App," which has downloadable PDF instructions for both General Tablets and Chromebooks:

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- The digital materials and resources support and enhance in-person and virtual learning. In Unit 3, Week 3, the lesson resources include a virtual phonics activity for spelling long *o*, a virtual blending activity for long *o* including manipulative Elkonin boxes and chips, and an interactive phonics/fluency activity to support decoding long *o* words in isolation and connected text. Words in isolation include *no, toe, bold, float, row,* and *go*. An example connected sentence is, "The coach told Joan she made a goal!"

- The *"*Instructional Routines Handbook" in the "Professional Materials" within the online manual explains that "While a book, paper, and pencil are essential tools for students to grow as readers and writers, there are digital tools that can enhance and support student learning as well. Program core texts, such as the Shared Read, authentic Anchor Texts, Paired Texts, and Leveled Readers, are all provided in a multi-sensory eBook format that includes audio to support struggling readers and mark-up tools to support students in interacting with the text." In the Teacher Dashboard the teacher has "easy access to weekly and daily lessons and the ability to customize lessons and resources based on teaching style and students' needs. This tool also simplifies the process of printing or assigning student work, practice activities, and instructional games." The Unit 1, Week 1 presentation includes interactive phonics activities to practice short /a/ along with digital Handwriting modeling and the short *a* Sound Cards. Displayable and printable phonics word lists, phonics phrases, and decodable text are also available along with practice pages within the Online Presentation Materials for Day 1. The word list includes *at, sat, cat, can, cap, Nan, sad, Sam, bat, rat, ax, Max, has, hat, Nat, pan, pack, Jack, fat, lap, tan, ran, bag,* and *back.* The phonic phrases include "Pam has a mat. The cat can nap. Nat ran back." Students can also read the decodable texts that include short a*: "*A Mat for Pam," "The Fan," "Tam, Nat, and Cat," "Cat and Bat," and "Fat Cat." Throughout the week, there are other similar digital resources, such as a digital phonics game where students blend words with short *a* and Letter Aa Handwriting practice, that support the learning for each day of the unit to help students practice online along with the teacher or independently assigned to each student on their devices.

- The materials support and enhance virtual and in-person learning. An "Access Digital Resources" PDF document explains how to access program resources. The online teacher manual contains access for planning and/or guiding instruction. On the Dashboard, "Today's Presentation" includes "Lesson Resources" with all the resources applicable, including presentation slides for teachers to project or share virtually during instruction. In "My Binder," teachers and students save their materials and documents. Materials include a PDF version and a video, "School to Home Overview," for parents, which provides clear instructions and guidance on using the digital student materials at home for virtual learning and enhancing in-person learning. The videos include "Grade K-6 Introduction and Dashboard: Parent Support," "Grade K-2 To Do List," and "Vocabulary, Games, Read: Parent Support." Teachers assign specific lessons, online games, and other activities for students to complete during independent practice, which extends in-person learning.

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

- Digital materials enhance student learning and are not distracting or chaotic. Materials contain a video titled "Using the Digital Presentation" to guide teachers on how to use digital presentations to support student learning; it includes a teacher testimony on how to organize instruction, use the digital tools, and interact with students, making it less distracting and chaotic during instruction. When using digital materials, the letters, words, or pictures will highlight when spoken through the audio. In Unit 3, Week 3, "Word Work Phonics," during the digital activity for blending long *o*, the presentation segments sounds in the word *bold*. Students move the chip to each sound, saying it with the digital resources. Children easily manipulate the chips and glide them to each phoneme box.
- Digital materials add an interactive piece to the lessons' instruction. The teacher can display the materials for lesson instruction, use for guided practice, or assign individually for students to use for independent practice. Many of the digital materials can also be printed. In Unit 4, Week 1, the digital materials include Word-Building Cards, Phonics Sound Blend Words with Silent Letters *wr, kn, gn, mb, sc*, Spelling Word Sort activity, Phonics Practice for Silent Letters *wr, kn, gn, mb, sc*, Structural Analysis for Prefixes *un-, re-, dis-* and Suffixes *-ful, -less*, a practice page, handwriting modeling and practice, along with several displayable or printable practice pages that include spelling and phonics practice, dictation sentences, and a decodable reader "The Thumb's-Up Rain Forest."