



**Just Right  
Reader**

# Just Right Reader's Second Grade Response to the IMRA 2024 Report

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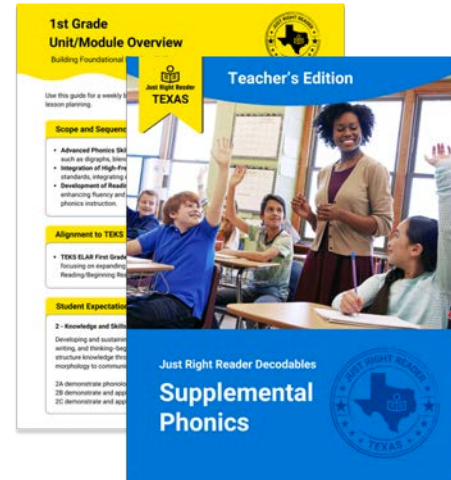
**Just Right Reader deeply values the Texas Education Agency (TEA) review committee's feedback for the IMRA 2024 adoption cycle.** The Just Right Reader Second Grade Phonics Program is designed with a firm foundation in the Science of Reading, and we are proud that it aligns fully with the Texas Essential Knowledge and Skills (TEKS). In this response, we aim to clarify any inaccurate claims from the review, highlight our program's strengths, and demonstrate how it effectively supports teachers and students in building foundational literacy skills. Just Right Reader's commitment to research-based instruction, differentiation, and ongoing assessment ensures that all learners can succeed.

## SECTION 1:

# Course, Unit, and Lesson Design

(Responding to Sections 1.1, 1.2, and 1.3)

- **Course-Level Design (1.1):** While it was noted that ELPS alignment was absent, TEA’s guidance (as stated in the Quality Review workbook) clarifies that phonics-only programs are not required to provide ELPS alignment. We want to clarify that our program includes a comprehensive, research-based *Scope and Sequence* fully aligned with TEKS. The phonics progression in the *Scope and Sequence* and *Pacing Guide* offers teachers a clear roadmap for each week’s instruction, with options for multiple instructional calendars. Unit and lesson internalization is included in the professional development proposed for Texas.



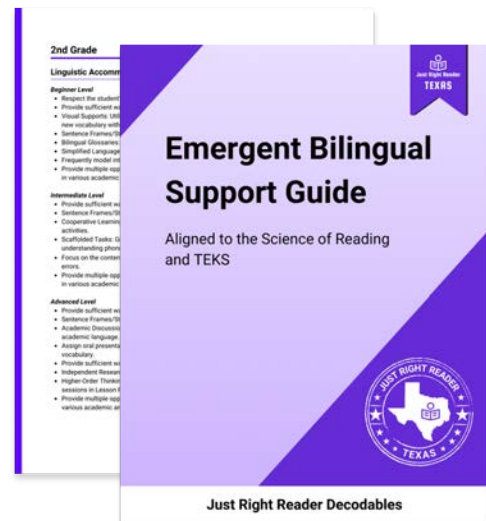
- **Unit-Level Design (1.2):** It was noted that our program lacks a comprehensive unit overview. However, our *Unit/Module Overviews*—available in the *Texas Teacher’s Edition*— contain detailed weekly breakdowns of the phonics skills covered, the alignment to the TEKS and Student Expectations, materials and resources needed, core instruction, and instructional strategies. These overviews include academic vocabulary and background knowledge to ensure teachers can deliver effective instruction.
- **Lesson-Level Design (1.3):** *Just Right Reader Lesson Plans* are designed to provide explicit and systematic phonics instruction with detailed objectives, guided practice, and assessments. Each decodable book has a *scripted lesson plan* that walks teachers through the instructional process, including modeling, guided practice, and independent application of skills. For example, in the lesson plan for *The Missing Jewel*, students practice building and reading words with the vowel teams *ew*, *ui*, and *ue*, ensuring they apply the phonics rules in both isolation and connected text. A *Phonics Skills Checklist* and *Reading Observation Forms* serve as daily formative assessments, ensuring students are continuously monitored for progress.

## SECTION 2:

# Scaffolds and Differentiation

(Responding to Sections 3.1 and 3.3)

- **Scaffolding and Differentiation (3.1):** The Just Right Reader Second Grade Phonics Program includes various scaffolding strategies to ensure all students can access grade-level content. For instance:
  - *Teacher modeling* occurs in every lesson. In the *Phonics Review* section, the teacher uses tools like *Elkonin Boxes* and *Letter Tiles* to model how to segment and blend sounds.
  - *Small group instruction* is built into the lesson structure, allowing teachers to use *progress monitoring data* to group students according to their specific needs.
  - *Guided reading and word study* provides opportunities for students to practice new words and concepts with teacher support before transitioning to independent practice.
  - *Just Right Reader Reading Workouts* and decodable book videos offer further support for differentiation. These videos, accessible via QR codes, reinforce phonics skills dynamically for students to practice at school and at home.
- **Support for Emergent Bilingual Learners (3.3):** The feedback raised concerns about bilingual and ESL support. Just Right Reader Phonics Program includes an *Emergent Bilingual Support Guide* aligned to TEKS. This guide accommodates all proficiency levels, helping teachers provide differentiated instruction for emergent bilingual students. The Just Right Reader Phonics Program also offers materials in English and Spanish, and our QR code videos model phonics skills in both languages to engage students and their families.

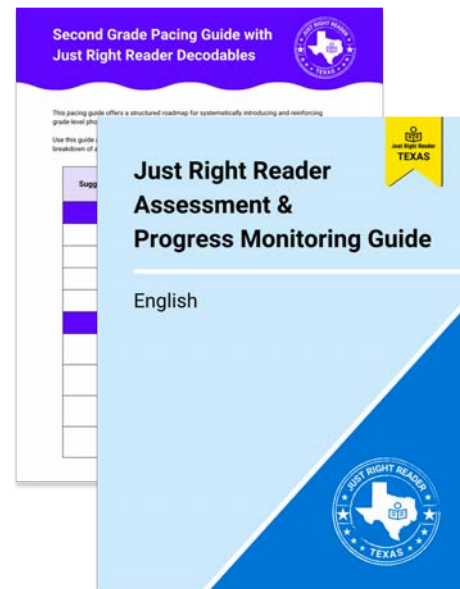


## SECTION 3:

# Phonics Rule Compliance and Foundational Skills

(Responding to Sections 4.2, 4.3, 5.D.1, 5.D.2)

- **Phonics Rule Compliance (4.2, 4.3):** The review notes the need for more cumulative review, and we want to emphasize that cumulative review is embedded throughout our program. Every lesson begins with a *Phonics Review*, where students revisit previously taught skills. This includes repeated practice of a phonics skill within a current book set and then use of the skill in successive book sets. The *Pacing Guide* also outlines specific weeks for cumulative review, ensuring students revisit previously taught phonics skills throughout the year. Our spiraled approach ensures students have continuous opportunities to practice and master phonics rules.
- **Phonological Awareness (5.D.1):** The review raised concerns about the systematic instruction of phonological awareness. Each lesson in our program begins with phonological awareness activities, such as identifying phonemes, syllables, and onset-rime using *Elkonin Boxes* and *Letter Tiles*. These activities are reinforced in the decodable texts, where students apply phonological skills in context. For example, in the lesson for *The Smudge*, students practice segmenting and blending trigraphs, such as *-tch* and *-dge*, reinforcing these skills through oral and written activities.
- **Phonemic Awareness (5.D.2):** Phonemic awareness is a core part of our instruction. Each lesson begins with activities focusing on identifying, blending, and segmenting sounds. These skills are reinforced in the decodable texts, where students practice applying phonemic awareness in context. For example, in the lesson for *Nerve*, students use *Elkonin Boxes* to segment and blend words like *rider* and *skater*, helping them connect phonemes to written letters and improve their decoding skills.



## SECTION 4:

# Assessment and Progress Monitoring

(Responding to Sections 4.4 and 4.5)

- **Assessment (4.4):** Our program includes a comprehensive diagnostic, formative, and summative assessment system that aligns with the TEKS. Tools like Just Right Reader *Phonics Skills Checklist*, *Reading Observation Forms*, and the *Assessment and Progress Monitoring Guide* allow teachers to track student progress systematically throughout the year. These assessments provide teachers with clear, actionable data to guide instruction and help students achieve mastery.
- **Progress Monitoring (4.5):** The review suggests more structured progress monitoring tools are needed. The Just Right Reader *Assessment and Progress Monitoring Guide* includes a detailed schedule for weekly and monthly assessments, helping teachers track individual and whole-class progress. This guide also provides strategies for using assessment data to adjust instruction and accelerate learning, ensuring all students receive the support they need to succeed.

The image shows two overlapping forms from the Just Right Reader program. The top form is the 'Phonics Skills Checklist' (page 26) and the bottom form is the 'Comprehension Check Form' (page 28). Both forms include fields for Student Name, Teacher, Date, and Grade Level. The Phonics Skills Checklist includes sections for Alphabet Knowledge, Phonemic Awareness, Sight Words, Additional Observations, and Areas for Improvement. The Comprehension Check Form includes sections for Comprehension Analysis, Response to Inferential Questions, Predictive Thinking, Depth of Content Understanding, and Notes on Comprehension Strategy Application.

The image shows the 'Phonics & Fluency Monitoring Form' (page 27) from the Just Right Reader program. It includes fields for Student Name, Teacher, Date, and Grade Level. The form is divided into several sections: Focused Phonics Skills, Application of Phonics Rule, Engagement and Confidence, Confidence in Phonics Skills, Fluency Assessment Details, and Fluency Development Insights. It also includes a section for 'Words Correct Per Minute (WCPM)'.

## SECTION 5:

# Sound-Spelling Patterns and Morphological Awareness

(Responding to Sections 5.B.1 and 5.E.4)

- **Oral Language Development (5.B.1):** Our lesson plans provide multiple opportunities for students to develop oral language through group discussions, partner activities, and writing tasks. In the *Reading Review* section of each lesson, students discuss the text, answer comprehension questions, and share their thoughts. Just Right Reader decodable book *Phonics Videos* also model oral language development, allowing students to hear and repeat correct pronunciation.
- **Morphological Awareness (5.E.4)** The second-grade *Scope and Sequence* includes a systematic sequence for introducing grade-level morphemes, as outlined in and aligned with the TEKS, moving from simple to complex. Book sets 46 and 51-55 emphasize prefixes and suffixes: *-ly, un-, re-, dis-, -er, -ive, -ent, -ful, a-, mis-, pre-, -est, -ic, -ous, co-, con-, com-, non-, -ism, -ite, post-, pro-, -ery, -ity, -ize, -ment, bi-, tri-, -able, -ible, inter-, -ance, and -ence.*

### Reading Review

(5 minutes)

#### 1. Group discussion

How is the country different from the city?

How does Mr. Pickle's attitude change throughout the book?

#### 2. Find words in the book that have C-le syllables

Students find a word and put their finger on it. When everyone has found a word, students share the word they found out loud or with a partner.

