Publisher Name	Program Name
William H. Sadlier, Inc.	*From Phonics to Reading*

Subject	Grade Level
English Phonics	2

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

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

Quality Review Overall Score: **338 / 340**

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	53 / 53
2. Progress Monitoring	28 / 28
3. Supports for All Learners	32 / 32
4. Phonics Rule Compliance	36 / 36
5. Foundational Skills	189 / 191

Strengths

- 1.1 Course-Level Design: Materials adhere to TEKS, ELPS, concepts, and knowledge taught. They apply appropriate pacing while providing explanations for concepts, guiding lesson internalization, and including resources to support administrators.
- 1.2 Unit-Level Design: Materials include a comprehensive unit overview, provide content knowledge and academic vocabulary for effective teaching, and suggestions to support families in their students' success.
- 1.3 Lesson-Level Design: Materials support educators in effective implementation through intentional lesson-level design.

- 2.1 Instructional Assessments: Materials provide clearly defined instructional assessments aligned to TEKS at varying levels of complexity. They provide adequate guidance on assessment administration.
- 2.2 Data Analysis and Progress Monitoring: Materials do not provide tools for students to track and interpret their progress and growth.
- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabulary and references and implement differentiated instruction.
- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through

explicit instructional approaches and varied practice opportunities.

- 3.3 Support for Emergent Bilingual Students: Materials provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, and support for emergent bilingual students, including resources for dual language immersion programs and metalinguistic transfer.

- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.

- 4.2 Daily Instructional Sequence and Routines: Materials ensure daily lessons provide explicit instruction with teacher modeling, guided practice with immediate feedback, and diverse opportunities for collaborative and independent student practice.

- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.

- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.

- 4.5 Progress Monitoring and Student Support: Materials offer data-management tools for tracking individual and whole-class progress, with guidance on progress monitoring frequency and strategies to accelerate learning toward mastery based on data analysis.

- 5.B.1 Oral Language Development: Materials provide explicit and systematic guidance for developing oral language through diverse methods, with opportunities for social and academic communication, active listening, discussion, and idea-sharing for various purposes and audiences.

- 5.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships, guiding teachers in phoneme-letter instruction with corrective feedback, while offering diverse activities for students to practice and reinforce decoding skills in both isolated and connected text.

- 5.D.1 Phonological Awareness: Materials provide a systematic progression of phonological awareness skills, explicit instruction for teaching phonological awareness, and offer corrective feedback and practice activities aligned with grade-level TEKS.

- 5.D.2 Phonemic Awareness: Materials follow a systematic sequence for phonemic awareness, provide explicit instruction, AND connect phonemic awareness to the alphabetic principle with practice opportunities.

- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional

guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.

- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials systematically introduce syllable types and division principles, with explicit instruction and varied activities for decoding and encoding one-syllable and multisyllabic words in both isolation and connected text.
- 5.E.4 Morphological Awareness: Materials systematically introduce grade-level morphemes, with explicit instruction and varied activities for recognizing, decoding, encoding, and comprehending words with morphemes in both isolation and connected text.

Challenges

- 5.E.2 Regular and Irregular High-Frequency Words: Materials do not systematically introduce regular and irregular high-frequency words.

Summary

From Reading to Phonics is a K–3 English phonics program. The program contains a TEKS chart as well as tasks for ELPS broken down by proficiency levels. It offers a comprehensive and structured approach to phonics instruction. The curriculum provides specific daily instructional guidance, sequences, and routines, including modeling, guided practice, and reading and writing applications. The program provides teacher resources for implementing instruction, including detailed lists of needed materials and professional development videos to aid teachers. Additionally, the program includes resources designed to enhance family engagement, such as a family letter in English and Spanish. The letter outlines what the students will learn in the upcoming unit, provides information on how to interact with the Take-Home Book, and provides opportunities for parents to extend their students' learning about concepts in the unit at home.

Campus and district instructional leaders should consider the following:
- The materials include a variety of instructional assessments, tasks, and question types. The assessments vary in levels of complexity and expectation of score over the academic year. The program also provides resources, documents, and strategies on how to use the program.
- The materials provide diagnostic, formative, and summative assessments to monitor student learning and growth, however there are no tools for students to track progress throughout the year.

Intentional Instructional Design

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

The materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course. Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days—165, 180, 210). Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

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

- The materials include course overview documents to support the teacher with effective implementation. Within the "Teacher's Guide," a "Texas Scope and Sequence" details the learning progression of the TEKS, concepts, and knowledge taught throughout each of the 30 units for each grade level.
- The "Texas Scope and Sequence" included in the material provides the TEKS number. A separate document shows the correlation between the TEKS and the skills taught across the program for each grade level. This digital document lists the TEKS number along with the TEKS full textual descriptions. The materials explicitly list the ELPS.
- The table of contents also offers an overview of skills throughout the course. This document shows how one unit consists of five lessons. In grade 2, teachers can find information on the units and lessons. For example, the table of contents provides lesson-specific details including the phonics target skill, high-frequency words, connected text, decodable passage, word study/morphology focus, and information on skills covered in the lesson's "Cumulative Assessment."

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

- Materials include multiple suggested pacing guides to meet the needs of various implementation models. The grade 2 teacher materials contain an "Annual Pacing Calendar" in the table of contents to support the effective implementation of instructional calendars for 165, 180, and 210 days. The calendar includes 30 units and lists each unit's main skill, TEKS alignment, word study/morphology, and phonemic awareness skills. In addition, the pacing guide includes suggested units for administering beginning, middle, and end-of-year benchmarks and an anticipated number of instructional days for each.
- The "Annual Pacing Calendar" includes a link to the digital "Texas Scope and Sequence" document. Teachers reference this alongside the pacing calendar to adjust their instructional calendars and ensure effective coverage of all lessons. The 180 and 210 calendars periodically include five days for any needed reteach or catch-up, while the 165 omits the reteach and catch-up days.
- The materials offer a pacing guide with lessons and activities for a full year of instruction. The overview's "Comprehensive Phonics Solution Pacing Guide" recommends 30–40 minutes of daily phonics instruction for grade 2. The guide also instructs teachers on reducing the daily time for whole-group lessons to 15 minutes, if needed, without disrupting the sequence or coherence of the content. The rationale for the 15-minute optional lesson structure states, "This adjusted pacing guide maintains Wiley Blevins' research-based approach and philosophy."

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

- Materials include rationales for unit order and the progression of phonological awareness and print concepts The grade 2 materials include a document titled "From Phonics to Reading Scope and Sequence Rationale." This rationale explains that no sequence is perfect, some are more effective than others. The rationale explains the more effective sequences: "These sequences follow basic learning principles, such as progressing from the easiest and simplest concepts that can be immediately used to form words to more complex skills." The rationale also outlines nine guiding principles behind the learning sequence for grades K–3. Two examples of the guiding principles include emphasizing continuous consonants early to facilitate the modeling of blending sounds and introducing higher-utility letters early to increase the number of words available for reading and spelling.
- The "Mastering the Skill" teacher reference chart in the resource overview illustrates the connection of concepts to be learned. It displays how a skill is introduced, reviewed, and assessed throughout the resource. For example, the short a skill is introduced in Lesson 2; applied, reviewed, repeated, and assessed throughout Lessons 3–15; developed in Lessons

16–27 with deeper application; and finally utilized as a bridge to help students "move from known to new" skills in Lessons 28–30.

- The "Phonological Awareness Rationale" teacher resource is a comprehensive outline for phonological awareness instruction throughout the K–3 "From Phonics to Reading" resource. It includes definitions of terms with research-based facts on the importance of phonological and phonemic awareness, an overview of the five basic types of phonological awareness lessons, an explicit model for each of the five lesson routines (with corrective feedback as well as multimodal and multisensory supports for each), and information on where to find phonological awareness assessments within the curricular resource.

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

- The "Unit Overview & Planner" documents provide teacher resources at the start of each unit. These documents include an explanation of the upcoming tasks for students, a chart outlining each lesson in the unit, and details for an accelerated add-on skill chart. The document also references other online guides, videos, and resources to help teachers prepare for the unit. A guide on the program's instructional routines explains how teachers should "model the first two words and discuss students' observations. Then guide students in a choral blending of the remaining words. Tap and pause on a word for students to whisper blend, then tap again for students to blend chorally. Continue through the blending lines. Stop when completed, or the activity has lasted 5–7 minutes. Students practice reading these words independently." An example of alternate pacing for students needing more initial support in the "Blending Lines Routine" is "Model the first two words and discuss students' observations. Run your finger under each letter for the remaining words as you slowly string together the sounds with students. Then have students chorally blend the sounds again. (Do NOT blend by yourself, then have students repeat. That is just a repeated, parroting activity requiring minimal student effort and diminished learning opportunities)."
- The materials include the "Instructional Routines Booklet." Teachers use this booklet to better understand the routines found in the skill areas students work on throughout the program. The booklet also includes directions for tailoring instruction to student needs.

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

- The "Professional Development: Explicit Instruction" document directs administrators and instructional coaches to identify critical elements of explicit teaching in daily phonics lessons. This resource document also emphasizes the factors contributing to instructional failure and specific timestamps in the professional development videos for modeling explicit teaching during each essential instructional routine commonly found in the program's lesson cycles.
- The "Instructional Routines Booklet" provides "Look-Fors" for administrators and instructional coaches concerning what they should see during each lesson's routine events. This guidance supports them as they assist teachers in implementing the materials as designed. For example, an "Administrator Look-For" during "Routine 6: Reading Decodable Text" states,

"Does the reading of these texts focus on decoding strategies, checking comprehension, and building vocabulary?"

Intentional Instructional Design

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

The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain support for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

Evidence includes, but is not limited to:

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

- The grade 2 "Unit Overview & Planner" outlines the essential background knowledge necessary to teach the unit concepts effectively. The overviews break down target skills and lesson content. For example, the "Unit 2 Overview," under the "Articulation Support" heading, states, "One of the uses of final e (also known as silent e) is that it helps to keep some words in English from looking like plurals (please not pleas)."
- The grade 2 "Unit Overview & Planner" outlines the academic vocabulary necessary to teach the unit concepts effectively. For example, the "Unit 2 Overview" states, "A syllable is a unit of pronunciation. Each syllable contains only one vowel sound."

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

- The teachers and students can read the "Dear Family" (English) and "*Apreciada familia*" (Spanish) family letters in the "Student and Family Resources" tab of every unit's resources. The letter outlines what the students will be learning in the upcoming unit, provides information on how to interact with the Take-Home Book provided, and offers opportunities for parents to extend their child's learning about concepts in this unit at home. For example, the "Unit 3 Family Letter" suggests, "Using rhyming words that use the week's skill, create a short rhyme. Your child can use a rhyming word with the week's skill and add a line to the poem."
- The grade 2 resources assist families in Spanish and English for every unit, offering recommendations on supporting their child's progress. For example, within the "Instructional Resources" section, the materials provide families with the resource titled "Unit 2 Enrichment Activity (English and Spanish)." For example, the "Unit 2 Family Letter" suggests, "Write a

sentence that includes a word with one of the skills your child learned during the week. Have your child read the word in the sentence out loud and find the word with the week's skill."

Intentional Instructional Design

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

The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

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

- The materials for grades K–3 include "Unit Planners" to assist teachers in meeting the lesson content standards. The unit chart contains the following information for each lesson: the phonemic awareness skill focus, high-frequency words, the title/location of connected text, dictation, word building, word study/morphology skill focus, a cumulative assessment, support for English language learners (EL), several pages of intervention information, a home-school connection, and add-on skills. The "Unit Planners" provide lessons to support English language learners and TEKS.
- The unit chart offers an accelerated scope and sequence option. The materials reference instructional guides and professional development resources, including structured daily lesson objectives, questions, tasks, and instructions on where to access or find support materials. For example, the "English Learner" lesson in grade 2 Lesson 7 states, "Most languages do not have a grapheme transfer for final e words and syllables. Children may try to pronounce the final e as a separate syllable. Use the words in the lesson to provide extra practice in recognizing and pronouncing final e syllables." The "Unit Planners" provide lessons to support English language learners and TEKS.
- The materials include a unit and weekly planner to guide instruction. The plans are comprehensive and include details for content supported by assignments and activities to

demonstrate mastery. Unit overviews at all kindergarten through grade 3 levels have included language support strategies. For example, the "English Learner" lesson in grade 2, Lesson 6 states, "Sound Transfer—In Cantonese and Mandarin, there is an approximate sound transfer for long vowel sounds. Tagalog has no transfer for long a, i, or u. Have children use hand mirrors to focus on mouth position…." The "Unit Planners" provide lessons to support English language learners and TEKS.

- The online teacher materials include a comprehensive list of materials, supplies, and instructional assessments needed to support instructional activities for each lesson and unit. Teacher and student resources include high-frequency words, a read-connected text, "Ben's Tips for Good Health," a fluency check for Lesson 1, and various instructional resources. The "Unit Planners" provide lessons to support English language learners and TEKS.
- The materials provide a cumulative assessment for teachers to check their students' understanding. For example, they state, "Administer the Cumulative Assessment, select a small group of children to assess this week. Note the goal is to cycle through all the children every 3–4 weeks." The "Unit Planners" provide lessons to support English language learners and TEKS.

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

- The grade 2 online resource contains an "Implementing From Phonics to Reading" guide that clearly outlines the suggested timing for each component of the daily lessons. For example, they state, "1. Phonemic Awareness 5 min," "2. Introduce Sound-Spelling 10 min," and "High-Frequency Words 5 min." The teachers can view suggested timing for each component of daily lessons in clear headings throughout the materials, such as, "Dictation 5 min" and "Word Building 10 min."
- The materials offer a clear overview that suggests the timing for each component. They also direct teachers to engage students regularly in tasks like oral and writing prompts to apply their knowledge. For instance, in grade 2, Unit 1, teachers can access "Introduction" under the "Instruction and Practice." This section suggests, "Day 1—Build Fluency, Day 2—Mark It, Day 3—Spell It, Day 4—Write About It."
- The "Comprehensive Phonics Solution Guide" includes a "Fast Track" plan for pacing. This plan is an option for school schedules that may limit the time for phonics instruction. The guide explains that the faster pace is still supported by the program designer's research-based methods of teaching.

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

- The resources include an overview of each lesson's time and a list of the materials needed for each learning event. For example, grade K Lesson 10 states, "Students will complete the Listen and Spell activity in Student Book " and "Word Building 10 min." Instructional resources include picture cards and word cards that are accessible to support teaching.

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading*, English Phonics, Grade 2

- The teaching materials include a 13-page list of interactive practice activities organized by skill for grades K–3. For example, Unit 1 consists of the "Sort It, Build It, Sound It/Spell It" and "Word Interactive Practice" activities. The "Interactive Resources" include "Interactive Decodables" and "Interactive Practice Activities" for further engagement.

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

- Teachers provide families with the "Dear Family" (English) and "*Apreciada familia*" (Spanish) family letters in the "Student and Family Resources" section of every unit's online resources to allow families to extend their students' learning from school to home.
- Teachers can reference enrichment activities for students to complete at home or school that connect with student learning in each program unit. These activities are available in both English and Spanish. For example, in Unit 2 of grade 2, there is a "Unit 2 Enrichment Garden Path" activity that asks students to identify and spell words with consonant digraphs (sh, ch, tch, wh, ph, ng, and mk).
- The materials provide opportunities for writing extension at various points throughout the units. The unit overview offers guidance for when these activities occur in the scope of the materials. The daily plan for that lesson includes the necessary materials and resources for the instruction. For example, the materials provide a "Write About It" resource in Lesson 7, stating students can use their read-aloud text to guide them in writing about the seasons.

Page **12** of **91**

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading*, English Phonics, Grade 2

Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- Materials include a variety of instructional assessments, tasks, and questions at the unit and lesson level. Grade 2 digital teacher materials contain "Comprehensive Phonics & Spelling Surveys" to administer to students in the first few days of school. This diagnostic pre-unit assessment asks students to read and write words with various phonics patterns, including short vowels, consonant blends/digraphs, long vowels, complex vowels, and multisyllabic words.
- Teacher materials include an "Assessment Overview Chart" outlining the assessments within the resource from grades K–3. The chart outlines various assessments, including diagnostic, formative, and summative options, to be administered at specified times throughout the academic year. These assessments help teachers gain a clear understanding of student progress and comprehension. For example, the overview includes a "Writing Mastery Checklist" that monitors the mastery of phonics skills. A mastery writing checklist of taught phonics skills helps a teacher by providing a clear, structured way to track student progress and identify areas needing further instruction.

Page **13** of **91**

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading,* English Phonics, Grade 2

- Materials provide teacher guidance for administering a fluency assessment at grade 2. The document explains why fluency is assessed and recommends that teachers observe decodable passages. The lesson designations on the assessment correspond to that week of instruction. For example, grade 2 Lesson 10 focuses on long a, so all the words for Lesson 10 on the assessment contain ai and ay spellings for long a.
- Materials provide an assessment overview, from phonics to reading assessment overview, including the definition of diagnostic assessments. This pre-evaluation gauges students' knowledge and identifies learning gaps before a new topic. For example, the materials state, "Cumulative Assessment: Fluency Check, Purpose: Monitor Mastery and Identify Decayed Learning." Materials also provide professional development and instructional support from Wiley Belvins. Some assessment videos include the definition of formative assessments and their purpose of informing instruction, helping educators and students make adjustments, identifying misconceptions, gauging progress, and guiding instructional decisions.

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

- Materials include the definition and intended purpose for the types of instructional assessments. They also include an "Assessment Overview Chart" outlining the assessments within the resource from grades K–3. This chart outlines the following items concerning the assessments: where to find them, their purpose, administration guidance, frequency, scoring guidance, professional development support, and planning resources.
- Online teacher materials include the "Phonics Assessment" 12-page instructional guide, which clearly defines as well as explains the intended purpose of the "Comprehensive Phonics Assessment Survey," "Cumulative Phonics Assessment," "Observations During Reading," "Analysis of Student Writing," and "Assessing Other Foundational Skills." For example, the materials state, "Cumulative phonics assessments monitor mastery and/or decayed learning in real-time. They are a critical phonics instructional tool and fluency check."
- The assessment overview provides a "Cumulative Assessment" overview detailing progress monitoring, diagnostic, and formative assessments. The overview defines each type of assessment and its intended purpose. For example, the "Cumulative Assessment" is a formative assessment that evaluates accuracy and fluency.
- The online materials provide a document titled "Benchmark Assessment Administration and Analyses." These materials offer baseline data essential for instruction and planning, enabling teachers to monitor student progress and make data-driven decisions.
- The teacher materials include a "Comprehensive Assessment System" built into the curriculum. The structure of the system is outlined in the "From Phonics to Reading Chart, Grades K–3, Assessment Overview." This document outlines the purpose of the different assessments. It also provides definitions of assessments and more guidance for teachers on why they are administered. The grade 2 weekly cumulative spelling assessments recommend, "If you need to provide a weekly spelling 'test' for grading purposes, it is better to have students write sentences that reflect the cumulative spelling patterns they have been

learning. This better enables you to monitor spelling growth over time because the sentences are carefully constructed to reflect this learning."

- Materials include assessment training opportunities, located in the "Professional Development" section. The two-part video series on assessment under the instructional guides heading includes explicit details on the types of assessments and why they are necessary for the program. The program recommendation is that all students be assessed so there is data on where they are in the phonics learning process.

- Materials provide an assessment overview, from phonics to reading assessment overview, including the definition of diagnostic assessments. This pre-evaluation gauges students' knowledge and identifies learning gaps before a new topic. This can be found in the "Assessment" section in the assessment overview. For example, "Cumulative Assessment: Fluency Check, Purpose: Monitor Mastery and Identify Decayed Learning." Located in the online "Professional Development" instructional support by Wiley Belvins, assessment videos define formative assessments and their purpose of informing instruction, helping educators and students make adjustments, identifying misconceptions, gauging progress, and guiding instructional decisions.

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

- Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Materials include assessment administration guidance in the digital resources under "Assessments." The guidance applies to all instruction levels in grades K–3. All levels of assessment have the same administration guidelines with grade-appropriate content. For example, the "Phonics Quick Check Analysis" states, "Show the student the Phonics Quick Check. Explain to the student that he or she is to read each word down one column, then the next. Have the student point to each word and read it aloud. Place a checkmark beside every word accurately (correctly) read…."

- Teachers receive guidance on accurately administering assessments in various assessment videos available online. These videos ensure consistent administration of instructional assessments such as the "Phonics Quick Check," "Letter-Name and Letter-Sound Assessments," and "High-Frequency Word Assessments." For each assessment, teachers can view a 60–90-second video of a student taking the assessment and a 60–90-second video outlining an interpretation of the score and suggestions for the next steps. Materials include "Benchmark Assessment Administration and Analyses," which provides an overview of the assessment, step-by-step guidance for administering each measure, and support for understanding the benchmark.

- The materials provide administration videos that guide them in ensuring consistent and accurate administration of instructional assessments. For example, in grade 2, teachers can view "Administering: Comprehensive Phonics Survey Grade 2 Dylan," which models how to administer the assessment. Following this, teachers can view "Author Debrief," which discusses the anecdotal evidence that supports teachers in collecting consistent and purposeful data.

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

- The diagnostic, formative, and summative assessments align with the TEKS and lesson objectives. In the "High-Frequency Word Assessment Analysis" document, grade K–3 teachers can view information for the summative assessment of high-frequency words, including assessment directions, teacher recording forms, student forms, and if-then documents to guide instruction. Assessments align with grade-level TEKS, and the administration timeline connects to the objectives of the lessons.
- The "Cumulative Spelling Sentences" document in "Formative Assessment" contains a list of spelling sentences intended to be used with each of the 30 units throughout the academic year. The sentences correlate with the phonics focus/objectives listed for that unit. For example, Lesson 1's phonics focus is short vowels, and some sample spelling sentences on the assessment are "The kids hop in the van" and "Cats and dogs are fun pets." Additionally, the "Cumulative Spelling Sentences Administration & Analyses" document explains that once a skill is introduced, it will appear in the spelling sentences for the next four to six weeks for continued review of recent learning objectives and TEKS.
- The materials provide a "ELAR Assessment Item Analysis TEKS Correlation Chart." This chart provides a clear overview of how the assessments align with the TEKS, helping teachers ensure that their instruction meets state standards. For example, in grade 2, students are assessed on high-frequency words. Beginning-of-year (BOY), middle-of-year (MOY), and end-of-year (EOY) expectations are listed. The EOY expectation is that students will accurately and automatically read all the words on the grade 2 list, which aligns with grade 2 TEKS 2.Bvii.
- The "Texas Scope and Sequence" outlines and aligns the lessons with the TEKS. This ensures that teachers can effectively track the progression of topics and align their instruction with the required state standards for each grade level.
- Materials identify TEKS assessment alignment in the "Benchmark Assessments and Expectations" document under the "Overview" tab. Assessment materials align by concept and are identified by grade level in all guidance throughout the teacher's guides and in professional development. Materials also provide TEKS under the heading "Texas Scope and Sequence" in the "Overview" tab.
- Materials provide assessments in the digital resources under the assessment tab. In the analysis guidance of each assessment, teachers are provided references to mastery based on grade level performance rather than the TEKS. The "Benchmark Assessments and Expectation" document provides the TEKS correlation for tracking performance to adjust instruction based on TEKS.

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

- The instructional assessments include standards-aligned items at varying levels of complexity across different assessments. In grades K–3, the "ELAR Assessment Item Analysis: TEKS Correlation Chart" lists assessments given at the beginning, middle, and/or end of the year with their corresponding TEKS for each listed. Assessments vary in levels of complexity and

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading,* English Phonics, Grade 2

expectation of score over the academic year. These assessments include "Letter Formation," "Letter Sound," "Print Concepts," "Phonemic Awareness," "Reading Observation," and "Spelling Survey."

- Grade 2 materials provide multiple opportunities for TEKS-aligned assessment on varying levels of complexity. For example, the "Cumulative Spelling Sentences Assessment" asks students to write using phonics knowledge learned in the current unit as well as recent units, the "Fluency Check" asks students to decode individual words on a list, the "Reading Observation" asks students to read text aloud, the "Phonemic Awareness Assessment" asks students to blend and manipulate phonemes, and the "Comprehensive Phonics Survey" asks students to decode words with multiple vowel types.

- The instructional assessments for grades K–3 online resources include standards-aligned items. For example, the materials provide a "Cumulative Review" at the end of each unit. In the grade 2 "Cumulative Review," students complete a fluency check of 24 words. This aligns with the grade 2 standard TEKS 2.Biv, which requires students to accurately and automatically read high-frequency words.

- The digital resources provide a benchmark interactive assessment. The comprehensive "Phonics Survey" assessments and the "High-Frequency Words" assessments offer a type of assessment that allows students to record themselves reading the words and then submit the recording to the teacher.

- Materials provide informal assessments throughout the curriculum based on the assessment method outlined in the document titled "Mastering the Skill." In Step 6 of the diagram, the ongoing assessment of the skill is referenced with recommended assessments. Cumulative "Quick Checks" are located in Lessons 2–5 in each unit. An example can be found in the grade 2 Lesson 2 of the printed teacher's guide under "Sound/Spelling Blending." Cumulative fluency assessments are located at the end of each unit. The format of assessments is the same for grades K–3 and the word lists and concepts change based on the grade level.

Progress Monitoring

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

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

Evidence includes, but is not limited to:

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

- The instructional assessments and scoring information provide guidance for interpreting and responding to student performance. In grade 2, teachers can reference the "Comprehensive Phonics Survey: Administration and Analysis" document in the digital resources for guidance to interpret and respond to student performance. For example, the "Scoring the Assessment" subheading states, "Focus future instruction on those sound-spelling relationship categories (short vowels, long vowels, etc.) in which the child made three or more errors."
- The "Phonemic Awareness Assessment: Administration and Analyses" online document provides teachers guidance on the "Phonemic Awareness" assessment, including timelines for testing, materials for testing, interpreting performance for each designated testing window, and instructions for responding to student performance. One example of directions for responding to student data is "Provide additional small-group instruction on the specific skills assessed below grade level expectations."
- The online materials for grades K–3 provide teachers with administration videos that guide them in ensuring consistent and accurate administration of instructional assessments. For example, in grade 2, teachers can view "Administering: Comprehensive Phonics Survey Grade 2 Dylan," which models how to administer the assessment. Following this, teachers can view "Author Debrief," which discusses the anecdotal evidence that supports teachers in collecting consistent and purposeful data.
- The online materials provide a "Benchmark Assessment Administration and Analysis," which gives an overview of the assessment and offers step-by-step guidance for administering each measure and understanding the benchmark. For example, the overview includes administration guidelines that list three steps for the teacher to follow at the beginning.

Additionally, it guides teachers in interpreting student performance and responding effectively to assessment results in the section titled "Analyze Student Writing."

- The materials provide a "Comprehensive Assessment System" built into the curriculum. The system's structure is in the online chart titled "From Phonics to Reading, Grades K–3." Following this guide, the student assessments are formative, benchmark, and summative assessments on a schedule throughout the year. The overview lists resources for scoring guidance, but no live links are in the document. Guidance for scoring and analyzing data is found in the "Professional Development" tab under "Professional Development Planning." Teachers can view and reference information here to guide them in scoring and analyzing assessments.
- Materials offer guidance for the interpretation of data in fluency assessments. In the "Professional Development" within the digital resources, teachers can access support in interpreting data and taking the next steps. The document "A Guide to Move Students Forward" supports teachers in responding to students who do not perform well on assessments. For example, the grade 2 guidance suggests, "Organize small groups based on student needs. For example, you might set up a group for students who need help with a specific set of long vowel sounds and spellings."

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

- The materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. In grade 2, teachers can reference the "Comprehensive Phonics Survey: Administration and Analysis" document in the digital resources for guidance to interpret and respond to student performance. There is a chart spanning three pages for grade 2 beginning-of-year, middle-of-year, and end-of-year with columns for teacher reference of "IF a student… THEN the teacher should…," and in the final column is a full list of instructional supports referencing lessons and activities from the "Phonics to Reading" resource. For example, the materials state, "If students struggle reading the target words in each category, then select those skills needing additional practice and application to get to mastery and meet with students during small-group time, using Instructional Supports Level A Lessons…. Short Vowels with Consonant Blends and Digraphs (Lessons 6–11)…"
- In grade 2, print and digital materials guide teachers to use provided tasks and activities to support students struggling with the lesson's formative assessments. For example, the "Teacher Table Intervention" instructions on Lesson 8, Day 3 direct teachers to "model how to connect phonics skills to writing with children needing support. Say the word shed. Model segmenting the word sound by sound: /sh/ /e/ /d/. Have children repeat. Ask: How many sounds are in the word shed? Model how to connect each sound to a spelling.…"
- In grades K–3 of online resources, teachers can access "Differentiation Support." This material provides targeted instruction and differentiated activities tailored to meet the diverse needs of students. For example, teachers can access "Above-Level Student Supports," which provides additional support for differentiated instruction. One suggestion is to have the student complete a writing extension at the end of the lesson. The teacher can evaluate students'

writing extensions based on the current writing skill focus and provide feedback. Additionally, teachers can model for students how to combine sentences and select more precise vocabulary.

- The materials provide guidance for responding to striving students in the "Additional Striving Students Support" document. This guidance can be located in the digital resources under the "Differentiation Supports" tab and correlates to each grade level's lessons. For example, in the grade 2 support document, this guidance is given to teachers: "Students who are reading and spelling words below grade-level expectations for phonics must be exposed to grade-level content, but that content must be differentiated and scaffolded." This document references specific scaffolds and supports for the speed drill, reading decodable passages, and the writing extension.

- Based on assessment data, the materials provide teacher guidance and support for differentiated instruction. Teachers can reference "Above-Level Student Support," "English Learner Support," and "Striving Student Support." For example, this strategy is recommended for grade 2 students struggling with blending: "Front-load LEARN AND BLEND by guiding small groups to read the first two words in Lines 1–5 and the sentences in Lines 8–9. Then repeat during the whole-group lesson."

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

- The materials include a "My Progress Checklist" for each lesson. After the progress check the materials include teacher guidance to "have students complete My Progress Checklist, discuss it with them, take note of any skills that students identified as needing more practice."

- Grade K–3 digital materials contain the "Writing Administration and Analysis" document that provides teacher guidance in the formative assessment of student writing development with a tool to track student writing progress and growth. Instructions involve a copy of the "Writing Mastery Checklist" for the grade level to be placed in each student's writing notebook; as new phonics skills are introduced; students are instructed to circle those skills on their writing checklists and are told that teachers will be looking for those skills to be used in their future writing. Once per month, teachers are instructed to review recent student writing to observe evidence of students applying new phonics concepts; if examples are present, the teacher places a checkmark in the corresponding column and records a few sample words.

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- Grade 2 digital materials contain "Striving Student Supports," which teachers can reference for additional differentiated instruction supports for students who have not yet reached proficiency on grade-level content and skills. This resource offers targeted instruction and activities tailored to diverse student needs. This extra support is provided for all 30 lessons of the academic year and includes additional instruction for the following areas: blending, word building, word sorting, and writing extension. One example of additional word sort differentiation support is "Select a subset of words from WORD SORT, such as the first row of words or one to two words per category. Sorting only a portion of the words will reduce the cognitive load." For example, teachers can use "Striving Supports" to scaffold and differentiate instruction during whole-group lessons or to assist small groups of students who have not yet reached proficiency in grade-level content and skills. The materials suggest that teachers front-load content before the whole-group lesson to help these students successfully participate. For instance, if students read a decodable text during small-group time, teachers can have them listen to an audio recording and follow along with the text before the whole-class reading.
- In grade 2, print and digital materials guide teachers to use provided tasks and activities to support students struggling with the lesson's formative assessments. For example, the "Teacher Table Intervention" instructions on Lesson 8, Day 3 direct teachers to "model how to connect phonics skills to writing with children needing support. Say the word SHED. Model

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading,* English Phonics, Grade 2

segmenting the word sound by sound: /sh/ /e/ /d/. Have children repeat. Ask: How many sounds are in the word SHED? Model how to connect each sound to a spelling...."

- The "Pronunciation Guide for English Learners" alerts teachers to pronunciation challenges. For example, Vietnamese speakers may pronounce the /v/ sound as /d/, and Cantonese, Mandarin, and Korean speakers may substitute /t/ for /v/ due to the lack of an equivalent sound. This knowledge helps teachers tailor instruction to address pronunciation challenges, enabling more effective communication and language development.

- The materials provide "Differentiation Supports for Striving Students" in the "Targeted Support" tab. The supports are designed by grade level with grade-appropriate scaffolds built in. The document provides guidance and explanation about the techniques suggested in the chart, such as front-loading content and modifying expectations. The grade 2 chart corresponds to each lesson and addresses the phonics focus, blending, dictation, word building, word sort, and writing extension. Each category has a support or scaffold to implement for struggling students.

- The online Teacher Edition materials include specific recommendations for differentiated/small group reading to support students who have yet to master grade-level content and skills. For example, the materials state, "Writing Extension: Evaluate students' writing extensions based on your current writing skill focus and provide feedback. In addition, a model for students how to combine sentences, vary the sentence length, and select more precise vocabulary." The materials can be found under "Differentiation Supports," "Target Supports," and "Striving Student Supports."

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

- In each of the grade 2 lessons, the teacher materials provide directions for students to talk with partners about the connected text they have read using academic language and vocabulary as they work to comprehend the text and when they complete their "Writing Extension." For example, in Lesson 7, Day 3, the "Read Connected Text" lesson states, "Point out that 'Surprise Party!' is an invitation.... Allow children to discuss answers with a partner before you call on children to answer.... What other important information does the invitation give? What does the word recite mean? What words help you figure out its meaning?"

- Throughout grade 2 materials, teacher guidance suggests supplying students with previously learned concept examples as they are referenced to support mastery of the current lesson objective. For example, in Lesson 7, Day 4, the materials state, "Explain that sometimes the spelling of a word changes when we add an inflectional ending. For example, when we add -ed or -ing to a word that ends in e..." Providing concrete references to two types of inflectional endings supports students in understanding the suffix rule concept taught in this lesson.

- The online resource "Differentiation Support" offers targeted instruction and activities tailored to diverse student needs across all lessons. "English Learner Support" includes preteaching or embedded support for unfamiliar vocabulary. For example, grade 2 materials suggest preteaching the following words: sack, zip, upset, panic, log, and path.

- The teacher's guide for each lesson in grades K–3 provides a "Read Connected Text" section. The teacher's directions say to guide the children in reading the text. This guiding procedure begins with preteaching the vocabulary, reading the title to the students, and then doing a choral read-aloud as a class. The directions recommend corrective feedback if students have difficulty with words.
- In the printed Fluency Booster Practice Book, each lesson in grades K–3 provides a decodable text and a comprehension and vocabulary activity. For example, the decodable text "The Best Snack" contains a vocabulary introduction before reading. The academic vocabulary word about the text is enjoy. Teachers define the word as "to like" and give the following example: "I enjoy drinking a cup of hot chocolate on a cold day." Then, they ask, "What do you enjoy doing on a cold day?" English-learner supports include having the students listen to and follow along with the book. Then, they echo-read and discuss key ideas. Teachers preteach the words sled, snack, hill, sniff, spill, and hungry.
- In the printed Fluency Booster Practice Book, each lesson in grades K–3 provides a decodable text and a comprehension and vocabulary activity. For example, the decodable text "Sparky" contains a vocabulary introduction before reading. The academic vocabulary word for the text is gaze. Teachers define the word as "to look at something with great intensity and for a long time" and give the following example: "I like to gaze at the night sky." Then, they ask, "What might you see if you gaze at the night sky?" English-learner supports including having the students listen and follow along to the story. Then they echo-read and discuss key ideas. Teachers preteach the words animal shelter, dog, choose, yipped, cage, wagged, mark, gray, and paw.

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

- Grade 2 materials suggest multiple ways to differentiate whole-group lessons to allow students who have demonstrated proficiency in grade-level content and skills to gain benefits. The "Above-Level Student Supports" document provides these differentiation opportunities for each event of the lesson cycle, including blending, word building, word sort, and writing extension. For example, for the word sort lesson in Lesson 8, teachers direct students demonstrating skill proficiency to generate an additional word for each word sort category. Additionally, the online "Professional Development" video entitled "Differentiation: Above-Level Students and English Learners" provides grade-level specific guidance on correctly implementing the items on the "Above-Level Student Supports" document.
- Materials include enrichment activities for students in each unit that explicitly connect with student learning. These activities are available in both English and Spanish. For example, in Unit 2 of grade 2, there is a "Unit 2 Enrichment Garden Path" activity that asks students to identify and spell words with consonant digraphs (sh, ch, tch, wh, ph, ng, and mk).
- Teachers can access differentiation support in the online resources for grades K–3. These materials provide targeted instruction and differentiated activities tailored to students' diverse needs. For example, the "Above-Level Student Supports" offer additional resources for

differentiated instruction. An example of a grade 2 writing extension activity challenges students to include the words reuse and dead in their writing.

- The print materials provide an "Enrichment/Learning Centers" section in the teacher's guide. This section for each lesson is located on Day 1. These activities are set up as centers and reinforce the current skills daily. These activities at the grade 2 level consist of games, puzzles, computer-based apps, and some hands-on projects such as letter collages.

- The digital resources provide a document titled "Differentiation Supports: Above-Level Students." This document includes a chart with extension activities tied to each lesson by grade level for grades K–3. The materials include activities tied to the workbook pages, writing responses, and word-building practice. The following example is guidance in the grade 2 "Above-Level Student Supports" document: "The most effective and impactful thing you can do for above-level students is to place them along the phonics continuum at a point that best meets their instructional needs. This will maximize their learning growth potential."

- The Teacher Edition materials include teacher guidance on ways to enrich those students who are proficient in grade-level skills. The materials include "Additional Above-Level Student Support," which can be found under "Differentiation Supports," "Targeted Support," and "Above-Level Student Support." For example, the materials state, "Lesson 1, Phonics focus short vowels, Blending Alphabet: Use LEARN AND BLEND Challenge words. Word Building: Instead of guiding students through the word-building sequence, have students work independently or in pairs to build and record as many words as possible using the letter card set. Word Sort: Challenge students to generate an additional word for each word sort category. Also, have students write a sentence for each of the following sort words: log, sack, buzz. Writing Extension: Challenge students to include these two words in their writing: reuse, dead."

- The online Teacher Edition materials provide video professional development on enriching students proficient in grade-level skills. These videos are online under professional development, "Instructional Support by Wiley Blevins, Differentiation: Above-Level Students and English Learners."

Supports for All Learners

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

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

Evidence includes, but is not limited to:

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

- The "Explicit Instruction" article states, "In general, throughout the program, there are about 20 instances in each week's lessons in which teachers are prompted to explicitly model new skills for students during the various activities." Some of these prompts contain actual think-aloud models, and some are only prompts due to limited space in the Teacher Edition. In these instances, teachers are trained to model the skill using the professional development videos and papers available on SadlierConnect.
- The Instructional Routine Booklet in the online teacher materials includes specific prompts for modeling, explaining, and communicating concepts to be explicitly learned. The booklet states, "Instructional routines are critical to phonics instructional success. They allow the students to focus on the content rather than the task." Routines for blending, high-frequency words, dictation, word building, word sorts, reading decodable texts, phonological and phonemic awareness, and cumulative assessments are listed, and they include specific teacher prompts such as the following: "Model the first two words and discuss students' observations. Run your finger under each letter for the remaining words as you slowly string together the sounds with students. Then, have students chorally blend the sounds again. Do NOT blend by yourself, then have students repeat. That is a repeated, parroting activity requiring minimal student effort and diminished learning opportunities."
- Grades K–3 teachers receive guidance for modeling, explaining, and communicating instruction for students in the "Explicit Instruction" professional development material in the digital resources. This resource describes the research behind explicit instruction principles that the curricular resource lessons are built around and provides specific examples from the

lessons. For example, the materials state, "Explicit means that sound-spelling correspondences, or phonics skills, are taught directly to students, rather than using a discovery, or implicit, method. For example, students are taught that the /s/ sound can be spelled with the letter s. The teacher states the sound and spelling, has students repeat, then guides students to read words with the new skill...."

- The materials provide a "Professional Development" overview page, which offers guidance on modeling, explaining, and communicating through instructional guides and instructional videos demonstrating effective teaching practices. For example, teachers can view the "High-Impact Routine: Blending" video to support their modeling. The materials also guide teachers in explicitly explaining and communicating the concepts to be learned.
- In the online resources for grades K–3, teachers can access "Differentiation Support," which provides targeted instruction and activities tailored to diverse student needs. For example, "Striving Supports" can scaffold and differentiate instruction during whole-group lessons or assist small groups of students who have not yet mastered grade-level content and skills.
- The print materials include detailed lesson plans with prompts for teacher instruction. The lessons in the grade 2 materials have four main headings for teacher direction: "Sound/Spelling/Blending," "High-Frequency Words," "Build Fluency," and "Read Connected Text." Each heading includes prompts for explicit instruction, such as the following: "Write can and have children read the word. Remind children that when a consonant closes a vowel, it makes a short sound."
- The grade 2 Teacher Edition materials include prompts and guided instructions to support the teacher in communicating, explaining, and modeling the concepts directly and explicitly. For example, Lesson 24, Day 3 provides teachers with modeling, explaining, and communicating the idea of word building.

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

- Grade 2 materials include teacher guidance on utilizing various instructional approaches and tasks for lesson delivery that allow for active student participation, exploration, and experimentation. For example, in Lesson 8, Day 3 of instruction, teachers lead students in opportunities to spell words with partners, chorally read word cards of recently taught phonics lesson skills, use the read-spell-write routine to work with high-frequency words, invent sentences with partners using the high-frequency words, work with a partner to sort words and discuss reasons for sorting the words different ways, and build and write words.
- Digital materials provide teacher guidance on enhancing student learning by facilitating lessons with various multisensory/multimodal techniques. The instructional guide "Multisensory/Multimodal Instruction: The Latest Research" includes a chart illustrating the variety of modes teachers will use as they facilitate a sample week's lesson in the "From Phonics to Reading" program: students have 14 opportunities to read (visual mode), 15 opportunities to listen/speak (auditory mode), and 12 opportunities to write (kinesthetic/tactile mode).

- The teacher guidance material "Fluency Routines and Minilessons" directs teachers on using various instructional strategies to boost student reading fluency throughout each of the 30 lesson cycles of the academic year. Varied types of minilessons are included in the document, and they include opportunities for students to echo read, choral read, model fluency with intonation and punctuation, participate in two-minute drills, participate in reader's theater, listen to audiobooks thinking about how the reader is reading the text, read with partners, and more.
- In the online resources for grades K–3, teachers can access the Instructional Routine Booklet. This booklet provides a comprehensive overview of routines for all specific skills within each unit. It includes "Sample Teacher Talk" and "Teacher Alerts," which help teachers explicitly communicate, explain, and model concepts. For example, it contains a routine for blending (final/additive) that lists six steps to follow, along with a sample teacher talk correlated with each step.
- The materials provide the "Phonics Look Fors" document in the digital resources under the "Professional Development" tab. This document supports teachers in the delivery of instruction. The program provides a detailed implementation of instructional routines. The "Look Fors" checklist guides teachers in recommendations to ensure effective delivery. This guide is the same for grades K–3. For example, this information is suggested as teacher guidance in utilizing word sorts: "Remember that word sorts are far more than moving cards into piles—it's all about the talk about how words work."
- The daily instructional strategies found in the print version of the teacher's guides for grades K–3 utilize a set of routine strategies daily. The design of the materials is based on repetition and practice: "In addition to the explicit models provided in the program's Teacher Guides, training in how to deliver explicit instruction through impactful modeling and corrective feedback is offered in the many professional development resources...."
- The Teacher Edition materials include "Professional Development on Explicit Instruction." This can be found under the "Professional Development" tab on the dashboard. The following is an example of explicit instruction: "Modeling and Corrective Feedback (with additional modeling). Explicit instruction includes directly modeling skills before guiding students through practice opportunities. The established model for this instruction is the I Do, We Do, You Do gradual release model. The instruction in From Phonics to Reading is based on this model. "

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

- Grade 2 materials include opportunities for students to explore concepts in lessons in various types of practice, including independent, guided, group, and partner work. For example, in Lesson 8, Day 2's connected text lesson, students read the title, learn about elements of procedural text, chorally read the book aloud, rereading tricky sentences after corrective feedback, answering comprehension questions about the text, following text prompts on a page, and writing the answer to a question on the bottom of the page.

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading,* English Phonics, Grade 2

- Digital materials provide specific instructions for teachers to teach routines necessary to achieve effective instructional practices in the "From Phonics to Reading" Instructional Routines Booklet. Specific routines are delineated for all lesson types throughout the resource, such as various phonological awareness skills, high-frequency words, dictation, word building, word sorts, reading decodable texts, phonemic awareness skills, and cumulative assessments. Materials include recommended structures to support effective implementation in bulleted instructions.
- The materials provide an Instructional Routine Booklet. This booklet provides a comprehensive overview of routines for all unit-specific skills. It includes guidance for teachers to support effective implementation through detailed routines for guided or independent support.
- In the online resources for grades K–3, teachers can access "Differentiation Support," which provides targeted instruction and activities tailored to diverse student needs. For example, "Striving Supports" can scaffold and differentiate instruction during whole-group lessons or assist small groups of students who have not yet reached proficiency in grade-level content and skills. The program provides targeted support in the digital resources under the "Differentiation Supports" tab. These guides provide some additional activities and scaffolds that support learning.
- The printed grade 2 Teacher Edition provides clear headings and labels to support the teacher in differentiating between the different types of guided practice (e.g., 1. Phonemic Awareness, 2. Alphabet Recognition, 3. Alphabet Sequence), learning center/enrichment, and teacher table/intervention used in Lesson 1, Day 1 structure. The online Teacher Edition provides professional development and classroom implementation videos that model guided instructions for teachers to teach the routines necessary to effectively implement different types of practice and design a learning environment that helps students focus on the content to be learned.

Supports for All Learners

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

The materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language. Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, and making cross-linguistic connections through oral discourse.

Evidence includes, but is not limited to:

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

- The "From Phonics to Reading" program offers a general overview for teachers to support emergent bilingual students under the title "Differentiation Support: English Learner Supports." This section suggests strategies such as previewing the text and providing vocabulary support.
- The materials provide a "Pronunciation Guide for English Learners," which alerts them to pronunciation challenges. For example, it states, "In Spanish, the letters b and v represent one phoneme, /b/. This phoneme has two variations in pronunciation: /b/ and /ß/. The /ß/ sound is articulated much like /v/, except that instead of passing air through the upper teeth and lower lip, air is passed through the upper lip and bottom lip. As a result, a native Spanish speaker will often use /b/ and /v/ interchangeably."
- The resources support emergent bilingual students in the Day 5 lesson for grades K–3. These activities are designed to build vocabulary by introducing English words using preteaching and

picture cards to support vocabulary building. The materials guide teachers in using sentence starters and frames.

- The online Teacher Edition includes modeling through video professional development for English learners' instruction. These materials are in the "Professional Development" section, "Instructional Support by Wiley Blevins, Differentiation: Above-Level Students and English Learners."

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

- The "From Phonics to Reading" program lacks any guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The materials provide information for teachers of emergent bilingual students in the "Emergent Bilingual Support Implementation Guide." The materials make direct reference to the ELPS in the "Language Support" for grades K–3.
- The materials have a framework that includes details about accommodations for different levels of language proficiency, e.g., beginning/intermediate/advanced or beginning/developing/expanding.

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

- Online materials provide teacher guidance for supporting emergent bilingual students in the differentiation support document "English Learner Supports." This document explains how to provide intentional English learner support in sound transfer and application and the following lesson routines: introduce sound-spelling, learn and blend, high-frequency words, read connected text, writing extension, and general vocabulary support. Additionally, specific emergent bilingual student support is provided for grades K–3 for each of the 30 academic year lesson cycles, including vocabulary and writing extension with sentence starters and sentence frames.
- In the professional development video "Differentiation: Above-Level Students and English Learners," teachers can find guidance on the implementation of sound transfer and articulation skill instruction, vocabulary instruction (both academic and conversational), additional high-frequency word support, specialized two-sided flashcards for the read-spell-write routine with words/sentences, routines to support the reading/comprehending of connected texts, and support for making daily phonics activities accessible for emergent bilingual students.
- The print version of the teacher's guide provides a "Teacher Table" lesson for English learners on Day 5 of each lesson in grades K–3. The activities focus on articulation and building vocabulary and are generic for all levels. The materials in the lessons include embedded guidance for increasing comprehension, building background knowledge, and making cross-linguistic connections.

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

- Lessons include a section titled "Sound Transfer" that explains how an English sound differs in other languages. This section provides instructional recommendations for supporting students who are English language learners. There is no evidence that the "From Phonics to Reading" curricular materials were designed for use by dual language immersion programs.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- Grade 2 materials follow a systematic progression that begins with basic foundational skills and advances sequentially in complexity throughout the academic year. For example, grade 2 students begin their word study skill building with a review of short vowels before launching into closed syllables, cLE syllables, blends, VCe syllables, consonant digraphs, long vowels, open syllables, vowel teams, r-controlled syllables, diphthongs, and complex vowel patterns, and they finish the year with a review of the six syllable types.
- Materials include the "From Phonics to Reading Scope and Sequence Rationale" document, which explains the guiding principles behind the resource's intentional, systematic, and sequenced instruction of phonics and foundational skills. The document states, "These sequences follow basic learning principles, such as progressing from the easiest and simplest concepts that can be immediately used to form words (e.g., one letter, one sound) to more complex skills (e.g., sounds with multiple spellings)." This statement summarizes the scope and sequence of the resource from grade K to grade 3: "Cover all the basic phonics skills in [grade K and grade 1]. Reinforce those skills in [grade 2] (to ensure mastery and transfer) and begin applying the skills to multisyllabic words so that students' phonics lessons more closely match the text reading demands. Include work with multisyllabic words throughout all of [grade 2 and 3] and teach the six syllable types." For example, Grade 2 initial instruction starts with short vowels, closed syllables, consonant + le syllables, blends, final e, consonant diagraphs, open syllables, vowel teams, r-controlled spellings, diphthongs, complex vowel syllables, and final stable syllables such as sure, tion, ture, and stion.

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading,* English Phonics, Grade 2

- In Unit 3, grade 2, children review long vowels to reinforce previously taught skills and solidify the transition to reading and writing multisyllabic words. They work with open syllables, vowel team syllables, and consonant + le syllables. Children read (decode) and write (encode) words such as donate, frozen, weakness, notebook, contain, wiggle, and eagle.

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

- I The digital professional development resource "Explicit Instruction in Sadlier's From Phonics to Reading" defines explicit instruction using research-based references and provides justification for how the "From Phonics to Reading" curricular resource offers daily opportunities for teachers to use explicit teaching methods. The article states, "Throughout the program, there are about 20 instances in each week's lessons in which teachers are prompted to explicitly model new skills for students during the various activities... From a purely mathematical perspective, what this means is if the teacher models the minimum number of words, then that would add up to about 40–50 explicit models each week during about 2 1/2 hours of instruction... then that would add up to about 100 explicit models in a typical week of instruction. Therefore, explicit modeling is a key aspect of the phonics instruction in From Phonics to Reading."
- The digital professional development resource "Explicit Instruction in Sadlier's From Phonics to Reading" defines the importance of deliberate and distributed practice during explicit instruction and provides justification for how the "From Phonics to Reading" curricular resource offers daily opportunities for students to practice phonics skills intentionally. For example, the materials state, "Once students are introduced to a new skill, they are given opportunities to apply the skill during activities such as word building and word sorts. These activities help to deepen students' word awareness as they become flexible in their use of these skills and have opportunities to make public their thinking about how English words work."
- Grade 2 teacher materials support explicit daily instruction of phonics skills. Explicit instruction includes directly modeling skills before guiding students through practice opportunities. The established model for this instruction is the "I Do, We Do, You Do" gradual release model. The program also provides routines to support effective instruction.
- The "Comprehensive Phonics Solution Pacing Guide" for grade 2 provides explicit (direct) opportunities for phonics by detailing daily activities that focus on teaching sound-symbol correspondences. Each day, the guide includes specific sessions for introducing and practicing sound-spelling/blending and high-frequency words. Grade 2 materials provide structured timelines for daily intentional instruction as outlined in the pacing guide and detailed in the teacher's guide. For example, Day 2 in the lesson cycle includes sound-spelling/blending (5 minutes), high-frequency words (5 minutes), build fluency (5 minutes), and read connected text (10 minutes).
- The grade 2 guide integrates phonics skills into everyday activities to ensure intentional daily opportunities for practice. Additional activities, such as reading connected texts and word building, reinforce the phonics skills taught. This daily repetition and application in various

contexts ensure students consistently practice and strengthen their understanding of sound symbol correspondences, promoting mastery through intentional, regular engagement.

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

- Grade 2 materials include the practice of phonics skills in isolation. For example, instruction in Lesson 9 focuses on students learning consonant digraphs wh, ph, and ng. After receiving explicit instruction on the new concept, students put it into practice by reading a list of words in the "Learn and Blend" activity, like long and which. Students continue practicing the consonant digraph focus patterns for the week in isolation throughout this lesson through a speed drill activity (includes underlining digraphs containing focus patterns, reading each word with the teacher, reading words independently, and then reading as many words on the list as possible in one minute), sorting and writing words with the digraph focus patterns, and building words with letter cards and writing them. Lesson 17 focuses on phonics skills in isolation by introducing the consonant + le syllables. The "Introduce Spelling Pattern" section provides direct instruction on how to decode and spell words with this specific syllable pattern. Activities like dividing words into syllables and identifying the consonant + le pattern help students concentrate on these elements in isolation. The "Blend It" activity further reinforces this by having students read and blend individual syllables and words, ensuring they master the phonics skills before applying them in broader contexts. The practice of phonics skills in isolation using fluency speed drill in the student book Lesson 21. Students are directed to underline the r-controlled spelling pattern in each word, read to the teacher, and then practice with a partner. Teacher materials suggest that the student practice with a partner at least two times a week, beginning when they feel confident they know the words.
- Grade 2 materials include the practice of developing phonics skills through practice with decodable text. Grade 2 materials contain two decodable passages in each lesson that align closely with the target phonics skill of the week while spiral reviewing other phonics concepts learned recently. The connected text passage includes a short introduction from the teacher, students chorally reading the passage aloud, students answering comprehension questions about the text, and students writing an answer to a question about the text. Students read the decodable text independently, then read it chorally to build reading fluency, followed by answering comprehension questions. For example, Lesson 17 includes a decodable passage, "At the Stable," which provides students with the opportunity to practice phonics skills in the context of connected text. This passage contains words with consonant + le syllables, allowing students to apply their phonics knowledge while reading meaningful text. The activity "Read Connected Text" guides students through the passage, reinforcing their understanding of the syllable pattern within a narrative context. The materials also include a "Read Connected Text" section in Lesson 21. Students practice phonics skills by interacting with the text "Start a Book Club." Students are directed to circle all of the one-syllable words with the r-controlled /ar/ spelled are, air, and ear and draw a box around the two-syllable words with the same patterns. /ar/ spellings. For example, the words prepare and fairy would be boxed, and bear and share would be circled. Lesson 19 "Decodable Text Lesson Plan" for "A Wild Ride" focuses on phonics skills and inflectional endings with spelling changes. The lesson includes

decodable words arranged, begging, carried, and circled. Also, the high-frequency word review includes help, get, sit, big, run, ran, said, and let.

- Materials include the "Fluency Booster Pack." This resource contains 30 additional decodable student texts that correlate with the focus phonics skills in each of the 30 units of the academic year. Each of these additional decodable texts contains lessons in vocabulary and opportunities for written response. For example, grade 2 Lesson 7 focuses on final e-syllables. The "Fluency Booster Pack" resource correlating with Lesson 7 is a decodable text entitled "At the Lakeside," which extends the opportunity for students to practice reading words with final e-syllables beyond the scope of the regular materials.

Materials include opportunities for cumulative review of previously taught skills.

- Materials include multiple resources for cumulative review of previously taught skills, such as the "Cumulative Assessment Fluency Check" (on Day 5 of every lesson, it covers the week's focus skill as well as skills from the previous five weeks) and "Weekly Cumulative Spelling Sentences" (once a skill is introduced, it is reviewed in the spelling sentences for the next four to six weeks).
- The digital professional development resource "Explicit Instruction in Sadlier's From Phonics to Reading" explains the cumulative review of previously taught skills. It states, "The Blending Lines [instructional routine] starts with a focus on the new target phonics skill, then progresses to include Review Lines containing words with previously taught skills. In this way, students practice the skill over an extended period of time—the amount of time many students need to get to mastery so they can readily transfer the skill to all reading and writing situations. This review and repetition cycle is baked into the program's DNA and offers consistent, daily, deliberate, and mixed practice."
- In Grade 2, Unit 3, the "Fluency Check: Lessons 20–25" provides a structured opportunity for students to review previously taught phonics skills. This cumulative assessment allows students to demonstrate their mastery of phonics patterns covered in earlier lessons. By systematically reviewing skills from Lessons 20–25, the fluency check helps identify areas where students are proficient and areas needing further practice, ensuring a thorough understanding and retention of phonics knowledge.
- In Grade 2 Unit 3, the "Cumulative Quick Check: Sound-Spelling Cards" offer a quick and effective way to review phonics skills cumulatively. These cards help students revisit and reinforce the sound-spelling correspondences taught in previous lessons. Regularly using these cards enables students to connect previously learned phonics skills with new content, supporting continuous review. This approach ensures students systematically retain and build upon their phonics knowledge.
- Grade 2 materials include opportunities for cumulative review based upon the implementation of "A Learning the Skill" process outlined in the online materials under the "Overview" tab. The overview explains that in grade 2, Lessons 11–14 apply, review, and repeat skill practice during the blending, decodable text reading, dictation, and word-building exercises. Lesson 15 includes a decodable book titled Show on the Road with a cumulative

review and practice of previously taught skills such as vowel teams, long vowels, and consonant digraphs.

- Materials provide opportunities for cumulative review. In Lesson 18, the materials provide a weekly speed drill activity that is a cumulative practice of previously learned skills. The "Read-Spell-Write" activity supports review with high-frequency word practice. The program states the value of repeated reading: "Frequently repeated readings of stories containing the target skill and previously taught skills will help accelerate students' phonics and word study mastery."

Phonics Rule Compliance

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

The daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback. Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

Evidence includes, but is not limited to:

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

- Daily phonics lessons throughout "From Phonics to Reading" include instructions for explicit teacher modeling. For example, in grade 2, Lesson 4, the teacher explains the concepts of l-blends, r-blends, and s-blends through modeling before inviting children to work with these phonics patterns. Materials state, "Write RAG and DRAG and have children read the words. Guide children to see that there are two consonants at the beginning of DRAG. Explain that the letters d and r are used for a consonant blend so each letter keeps its own sound and the sounds are said closely together. Use the sound-spellings in the Student Book pg 39 to introduce l-blends, r-blends, and s-blends. Then write BLACK, TRACK, and SNACK. Underline the consonant blend spelling in each word and model blending."
- "Introduce Sound-Spelling" lessons throughout the resource guide teachers to explicitly model new phonics concepts for students. For example, in grade 2, Lesson 9 materials state, "Write CHIN, SHIN, and THIN and have children read the words. Underline the consonant digraphs ch, sh, and th. Remind children that in a consonant digraph, two or more consonants stand for one sound. Then, use the sound-spellings in the Student Book to introduce consonant digraphs wh, ph, ng, and nk. Write WHILE, PHOTO, KING, and SINK. Underline the consonant digraph in each word and model blending."
- The Instructional Routines Booklet contains a specific script for teachers to follow during each main instructional event within the resource, including blending, high-frequency words, dictation, word building, word sorts, reading decodable texts, phonological and phonemic awareness, and cumulative assessments. The routine for most of these lesson types begins with explicit teacher modeling before students are guided to practice the skill. For example, steps for "Routine 1C: Blending Lines (Alternate Pacing)" state, "'Day 1—Model the first two words and discuss students' observations. For the remaining words, run your finger under

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading*, English Phonics, Grade 2

each letter as you slowly string together the sounds with students. Then have students chorally blend the sounds again."

- Grade 2, Lesson 10 consists of a lesson on the long a sound where the teacher provides clear, structured guidance. The teacher writes the word tame on the board and has the children read it aloud. They review the a_e spelling for long a and introduce other spellings like ai, ay, ea, and eigh, writing examples like rain, tray, steak, and eight. The teacher underlines each word's long a spelling and models blending. By guiding children to blend word lines and sentences, contrasting short a and long a sounds and demonstrating how vowel teams affect pronunciation, the teacher helps students understand word structures.

- Grade 2, Lesson 11 includes a lesson on open syllables where the teacher provides clear, structured guidance. The teacher writes the word solo on the board and has the children read it aloud, explaining that solo is an open syllable that ends in a vowel with a long vowel sound. The teacher guides students in blending word lines and sentences, showing them how to divide words into syllables and blend them together.

- In Lesson 18 of the teacher's guide, the word blending practice directs the teacher to model blending several words with the /ar/ controlled vowel, read the words together, and then have the children read to partners as the teacher circulates and provides corrective feedback. Lesson 18 also offers explicit instruction for guided spelling dictation. The "Teacher Table" activity is a scripted lesson on how to connect each sound to a spelling. For example, the lesson has the teacher ask, "What is the first sound in bark, and what letter do we use for this sound? What is the next sound, and what letter do we use for it?"

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

- Materials regularly include specific phrasing and statements to support grade 2 teachers as they provide daily guided instruction and corrective feedback for students during "Read Connected Text" lessons. For example, in Lesson 9, the Teacher Edition states, "Have children chorally read it aloud. If children have difficulty with any word, stop and provide corrective feedback (e.g., model how to sound it out). Then, have the children reread the sentence using the correct word. Confirm that the word is correct...."

- Grade 2, Unit 3 includes daily lessons providing clear, structured guidance and effective models when introducing new sound-spelling patterns. The teacher writes words like use, cue, and fuel on the board; underlines the u_e spelling for long u; and models blending. The teacher guides students to blend the word lines and sentences from the Student Book, contrasting short u and long u sounds and explaining how the u_e spelling affects the vowel sound. When children make an error, the teacher provides immediate corrective feedback by saying, "My turn," making the correct sound and having the children repeat it. The unit also includes a lesson on consonant + le syllables that provide clear, structured guidance and effectively models the learning process. The teacher writes the word ripple on the board, divides it into syllables (rip/ple), and underlines the consonant + le syllable. The teacher guides students to read the explanation about consonant + le syllables from the Student Book, helping them understand that the letters -le at the end of a word make the /ul/ sound. By

having children blend each syllable and then put the syllables together to read the word, the teacher ensures students grasp the concept. When children make an error, the teacher provides immediate corrective feedback by saying, "My turn," making the correct sound and having the children repeat it.

- The grade 2 materials provide opportunities for explicit guided instruction and corrective feedback. Directions for reading the connected (decodable) text, A "Piece of Cheese," in Lesson 12 say to have students first read independently and underline any confusing words as the teacher circulates and provides support (how to sound it out). Then, directions instruct the teacher to have the student reread the word and check for corrections. Confirm that the word is correct by using other cues such as the following: "Does the word make sense in the sentence? Is it the right word?"

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

- Materials provide daily detailed guidance for teachers to utilize collaborative learning as students work to learn new content. For example, the following list contains specific directions for collaborative small groups or partnerships on Day 2 of grade 2 Lesson 3 learning events: "Sound-Spelling/Blending" (students reread "Blend It" lines with a partner), "High-Frequency Words" (students create oral sentences containing focus words and say them to a partner, then expand on one sentence by adding descriptive details or combining two ideas), "Build Fluency" (teachers are guided to observe students carefully in order to "determine skill deficits for small group instruction and practice" and students work with partners to read words on student book page), "Read Connected Text" (partners share answers to comprehension questions before being called on to answer), and "Partner Work" ("Have partners read 'A Happy Baby'…. Prompt partners to choose the best tip… and write down why they think it is best. Remind partners to talk about their writing before they write to clarify their ideas.").
- Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice. Unit 3, grade 2 features a lesson on consonant + le syllables that provides clear, structured guidance and effectively models the learning process. The teacher explains the consonant + le syllable pattern using examples like needle and paddle and models sorting the words into the correct boxes. Students engage in collaborative activities like word building in pairs, where they read each syllable, share their observations, and construct as many words as possible using syllable cards. They also complete independent practice by writing the words on their own. Unit 4, grade 3 features a lesson on compound words that provides clear, structured guidance and effectively models the learning process. The lesson includes activities like "Word Sort," where students work with partners to sort and discuss word cards, and independent spelling practice, where students record words in their notebooks and review them for homework.
- Materials reinforce newly learned content through collaborative structures during word-building activities and partner reading. For example, in Lesson 13, the teacher's guidance recommends that students complete the "Spell It" activity in "Daily Practice" in the student

book with partners. The teacher directs students to call out the words from the learn and blend page for a partner to write down and then check their answers. This activity is a selection from one of four tasks students can choose daily from the "Daily Practice" box located at the bottom of the page in the lesson. Daily lessons also support collaborative student work in each lesson's "Read Connected Text" section. In grade 2, Lesson 13 of the teacher's guide, students do a choral read of a passage titled "Breakfast Time," and then the teacher directs them to discuss the passage with a partner. In Lesson 24, students write about what they have learned about the moose from their connected text. Grade 2 students' decodable text material allows them to practice reading through collaborative learning. Students work with a partner and reread the book. The lesson also gives a "Turn and Talk" activity for teachers to model with students, allowing students to collaborate with their peers. Teachers begin instruction by modeling a turn-and-talk routine.

- Grade 2 students have daily opportunities to practice skills independently. For example, on Day 4 of instruction for Lesson 8, students work independently during the following portions of the lesson: "Sound-Spelling/Blending" (students whisper read "Blend-It" lines to build fluency), "High-Frequency Words" (students write sentences for each focus high-frequency word in their notebook, trying to write the sentence about a text they have recently read), "Read Connected Text" (first read is independent activity), and "Word Study/Morphology" (students complete questions 7–12 on workbook page). In Lesson 13, Day 4, students independently complete the "Word Study Morphology" page in the student workbook. Students read information about silent letters at the top of the page and then respond to the task of circling words with silent letters, such as know, write, and gnaw.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- Every lesson provides intentionally consistent practice activities for students to explore and solidify new learning through multimodal techniques. The "Multisensory/Multimodal Instruction: The Latest Research" instructional guide provided in professional development resources specifically outlines five consistent practice activities found throughout each of the lesson cycles to cite how the activities engage a student's multiple senses in ways that "are focused on a direct connection to authentic reading and writing experiences." One example is the "Word Building" activity for reading and writing skill practice: students hear a word to be built, repeat the word orally, are provided a small set of letter cards they use to build the word(s), and read the word(s) built.
- Grade 2 teacher materials include intentional cumulative review throughout the curriculum. In each lesson, Day 1 introduces sound spelling, and Days 2–5 include a daily review of the lesson's target skill and the blending lines—interacting with them in a new way. This consists of a cumulative review of previous sound spellings for phonics lessons or instruction for syllabication lessons.
- The materials include an intentional cumulative review of phonics skills throughout the progression of the academic year. The "Mastering the Skill" document included in teacher resources illustrates the philosophy "From Phonics to Reading" curricular program was built around. For grade 2, the chart tracks the progression of the long a skill: students spend time learning the skill in Lesson 10 when it is introduced as well as in Lessons 11–15, where the skill is applied, reviewed, repeated, and cumulatively assessed; students focus on developing the skill in Lessons 13, 28, 29, and others with a deeper application as short /a/ is applied to more complex words with consonant blends and digraphs, and in Lessons 13, 28, 29, and others, students move from the known to the new as short /a/ is contrasted with long vowel skills;

finally, the chart illustrates the intentional, ongoing assessment of the skill throughout the year after it is introduced in cumulative assessments, comprehensive phonics surveys, and the evaluation of student writing.

- Grade 2, Lesson 10 provides clear, structured guidance and models the learning process effectively on long spelling patterns. It includes cumulative review and practice activities like "Sound-Spelling/Blending" with quick checks of previously taught skills. Students read cards labeled with sound spellings, affixes, and syllable types. High-frequency words are revisited and practiced through the read-spell-write routine. The "Word Sort" activity engages students in sorting words by common spelling patterns, promoting both independent and collaborative learning. Lesson 10 also includes a word-building lesson that provides clear, structured guidance and effectively models the learning process. The teacher guides students to build words such as break, steak, stays, and stain using letter cards. Students practice saying each word, replacing specific letters, and writing the new words independently. They engage in activities like finding and cutting out letter cards, guided spelling, and word sorting to deepen their understanding. This method supports students in reviewing and practicing their phonics skills through a consistent routine, enhancing their comprehension and retention of long /a/ words.

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

- Materials include the "Explicit Instruction" in Sadlier's From Phonics to Reading instructional booklet, which provides information on the program's deliberate intention to include phonics skill practice opportunities only for explicitly taught concepts. It states, "In From Phonics to Reading, deliberate and distributed practice is evidence in the robust review and repetition cycle embedded in the lessons. For example, the Blending Lines start with a focus on the new target phonics skill, then progress to include Review lines containing words with previously taught skills. In this way, students practice the skill over an extended period of time... to get to mastery so they can readily transfer the skill to all reading and writing situations."
- Grade 2 students engage in "Cumulative Quick Check" activities on Days 2–5 of each lesson cycle that include opportunities to practice decoding using only phonics skills that have been explicitly taught. This five-minute practice activity repeatedly advises teachers to "display cards labeled with sound-spellings, affixes, and syllable types for each previously taught lesson. Have children chorally read each card. Mix card set, then repeat" (except for Lessons 1 and 2).
- The materials include practice activities that have been explicitly taught. In grade 2, Lesson 11, open syllables are introduced and explicitly taught on Day 1. They are practiced in whole group and with partners using word sorts and connected text. The word sorts also include closed-syllable words since they were explicitly taught earlier in the year. In Lesson 22, the r-controlled vowel syllable is taught explicitly and then practiced. Before learning the r-controlled syllable, students were explicitly taught about r-controlled vowels. Practice activities bring the prior learning into the new concept with syllables. In Lesson 29, students review and practice the six types of syllables. They read and divide words like turtle and donate into syllables, directly targeting these syllable patterns. Daily practice activities

reinforce this skill by having students read and write multisyllabic words, ensuring they can recognize and use different syllable types independently. In Lesson 30, students identify and practice final stable syllables. They read and blend words like action and measure, directly targeting these syllable patterns. Daily practice activities reinforce this skill by having students read and write words containing final stable syllables, ensuring they can recognize and use them independently.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Grade 2 materials include the "Decodable Text Analysis" overview document, which outlines a wide variety of details for each decodable text, including the cumulative phonics skill practice opportunities within it. Decodable titles are listed in lesson order. In addition to the two titles corresponding to each lesson, the chart lists the target skill for the text, word count, the current lesson's high-frequency words, target skill words, cumulative skill words, cumulative high-frequency words, and story words. For example, Lesson 3's "Riddle Time" decodable cumulatively reviews phonics patterns in words like has, legs, but, runs, can, tell, it, cats, dogs, blanket, had, get, and mix, as well as the high-frequency words what, never, and are. Lesson 9's "Humpback Whales" decodable cumulatively reviews phonics patterns in words like can, than, that's, as, jump, splash, these, plants, and use, as well as the high-frequency words are, their, they, other, and where.
- Materials support decodable text with cumulative phonics skills. The Lesson 14 connected text "A Ride into the Wild" reinforces the new long /i/ spelling and reviews short /i/, final e, and compound words that have all been explicitly taught. Grade 2 also includes cumulative phonics practice in text in the Fluency Booster student practice book.
- Lesson 27 of grade 2 supports students in practicing cumulative phonics skills with decodable texts that build on previously taught phonics patterns and high-frequency words. For example, students read "Squawk and Talk," a letter that helps them recognize and sort words by common spelling patterns while reinforcing high-frequency words like squawk, talk, and macaw. These words include previously learned phonics skills such as vowel teams and digraphs. Students engage in reading the text aloud, pointing to each word as they read, and participate in discussions to apply their phonics skills in context. Structured independent and partner work further reinforces their fluency and comprehension by having students practice reading words in context and write descriptions using text illustrations.

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

- Grade 2 materials include the practice of phonics skills in isolation. For example, instruction in Lesson 9 focuses on students learning consonant digraphs wh, ph, and ng. After receiving explicit instruction on the new concept, students put it into practice by reading a list of words in the "Learn and Blend" activity, like long and which. Students continue practicing the consonant digraph focus patterns for the week in isolation throughout this lesson through a

speed drill activity (includes underlining digraphs containing focus patterns, reading each word with the teacher, reading words independently, and then reading as many words on the list as possible in one minute), sorting and writing words with the digraph focus patterns, and building words with letter cards and writing them.

- Grade 2 materials include the practice of developing phonics skills through practice with decodable text. Grade 2 materials contain two decodable passages in each lesson that align closely with the target phonics skill of the week while spiral reviewing other phonics concepts learned recently. The connected text passage includes a short introduction from the teacher, students chorally reading the passage aloud, students answering comprehension questions about the text, and students writing an answer to a question about the text. Students read the decodable passage independently, and then they read it chorally to build reading fluency, followed by answering comprehension questions.

- The grade 2 materials include opportunities to practice target/focus skills in isolation after explicit instruction. For example, the target/focus skill in Lesson 21 is the r-controlled vowel /ar/. Materials provide opportunities to practice the /ar/ spelling in a speed drill. Students are required to underline all of the /ar/ spellings and practice reading the words to build fluency. A word sort for are, air, and ear spellings are included in the Day 3 activities. The materials include opportunities to practice target/focus skills in connected text after explicit instruction. For example, in Lesson 21, students read the "Read Connected Text" titled "Bears" to practice the new skill with the r-controlled vowel /ar/. The materials also include a writing extension for this text. Students reread "Bears" and then write what they learned about bears from the text.

- In Lesson 29 of grade 2, students read and comprehend connected texts while applying their phonics skills. They read decodable texts like "Dear Uncle Robert," practicing sound-spelling patterns in isolation and connected text. For example, before engaging with the connected text, students practice reading words with the /sh/ sound-spelling pattern in isolation using word lists and spelling activities. This focused practice ensures they recognize and decode the sound-spelling pattern accurately. Following this isolated practice, students read sentences and stories containing the targeted sounds, applying their phonics skills to authentic reading and writing experiences.

Phonics Rule Compliance

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

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

Evidence includes, but is not limited to:

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

- The "Assessment Overview" outlines the wide variety of assessments the "From Phonics to Reading" curricular program contains that are developmentally appropriate for grade 2 students based on TEKS expectations for the grade level. Formative assessment examples for grade 2 students are "Cumulative Assessment: Fluency Checks," "Writing Checklists," "Cumulative Spelling Sentences," "Reading Observation," and "Fluency Assessment Guidance."
- The formative assessment overview for grade 2 includes the "Cumulative Spelling Sentences and Fluency Assessment Guidance" to help students practice and reinforce their spelling and fluency skills. The "Reading Observation Form" provides insights into students' reading behaviors, while the "Writing Mastery Checklist" helps teachers evaluate students' writing skills. These assessments allow teachers to gather comprehensive data on student progress and adjust instruction as needed.
- The "Assessment Overview" outlines the wide variety of assessments the "From Phonics to Reading" curricular program contains that are developmentally appropriate for grade 2 students based on TEKS expectations for the grade level. Benchmark assessment examples for grade 2 students are the "Phonemic Awareness Assessment" (only for students receiving phonemic awareness intervention), "Comprehensive Phonics Survey," "Comprehensive Spelling Survey," and "High-Frequency Word Assessment."
- The benchmark assessment overview for grade 2 includes the "Comprehensive Phonics Survey," which covers short vowels, consonant blends and digraphs, long vowels, complex vowels, and multisyllabic words. These assessments help students practice and reinforce

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading,* English Phonics, Grade 2

their understanding of different phonics patterns. The "High-Frequency Word Assessments" evaluate students' recognition of commonly used words.

- Materials include a variety of developmentally appropriate assessment tools. The assessment overview in the digital resources provides a list of available and recommended assessments for grades K–3. The "Comprehensive Phonics Survey," recommended for grade 2 and administered three times a year, monitors knowledge of decoding skills. The "Fluency Assessment" is recommended and administered no less than once a month to ensure a strong foundation for comprehension.
- Materials include a variety of developmentally appropriate assessment tools. The "Assessment Overview" in the digital resources provides a list of available and recommended assessments for grades K–3. The "High-Frequency Word Assessment" is recommended for grade 2 and is administered three times per year.
- Grade 2 teacher materials include a developmentally appropriate "High-Frequency Word Assessment" tool. The tool monitors student knowledge of high-frequency words, is assessed one-on-one, and is given three times a year: beginning, middle, and end. It is one of the variety of assessment tools mentioned in the "Assessment Overview."

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

- Materials include clear, consistent directions to support teachers in accurately administering each assessment within the "From Phonics to Reading" program. Grade 2 administration videos include the "Comprehensive Phonics Survey and Fluency Check," "Cumulative Fluency Check," and the "High-Frequency Word Assessment." For each assessment, teachers can view a 60–90-second video of a student taking it, as well as a 60–90-second video outlining an interpretation of the score and suggestions for next steps.
- Grade 2 online assessment instructions provide teachers with clear and consistent reference tools to ensure the accurate administration of assessments. Formative assessment guidance documents include specific information on "Cumulative Spelling Sentences," "Fluency Assessment Guidance," "Reading Observation Form," "Writing Mastery Checklist," "Cumulative Assessment Fluency Check," "Cumulative Spelling Sentences," and "Writing Formative Assessments." Benchmark assessment guidance documents include "Comprehensive Spelling Survey," "High-Frequency Word Assessments," "Phonemic Awareness Assessment," and "Comprehensive Phonics Survey."
- The Benchmark Assessments and Expectations for grade 2 from the materials provide clear and consistent directions for administering assessments. Teachers use these guidelines to ensure students accurately identify phonemic elements, read words, and demonstrate fluency. For example, by the end of the year, students should be able to read words from sections like long vowels, complex vowels, and multisyllabic words.
- The materials that provide detailed instructions for informal and cumulative assessments are in the teacher's guide, which is embedded in the lesson. For example, the cumulative fluency assessments located in the weekly lesson cycle say, "One at a time, ask children to read the cumulative word list. Make one check for every word or letter-sound read correctly (accuracy) and one check for every word or letter-sound read automatically (fluency). Record the results

on the Student Fluency Report on page 9C. You may want to note any specific errors on the form. "

- The materials provide clear and consistent directions for when to administer all assessments. The grade 2 teacher's guide includes a comprehensive list of the available assessments, type, what they assess, frequency of administration, and location within the resources. For example, guidance recommends the administration of the Writing Master Checklist in grade two four or five times per year.

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

- Materials include tools such as the "Writing Formative Assessment" that systematically measure students' acquisition of grade-level phonics skills. The Phonics Assessment instructional booklet states, "Writing is one of the most valuable and underused tools to evaluate a student's growing mastery of phonics skills.... If you notice a student consistently using a phonics skill in writing... then you know that this student can read these words in connected text." The "Writing Formative Assessments" document outlines the systematic way teachers can monitor student writing according to the phonics skills being taught: "When you introduce a new phonics skill, ask students to circle the name of the skill on the checklist. Tell them that you will begin looking for the correct use of this skill in their writing in the current and upcoming weeks. Once per month, review students' recent writings in their writing notebooks and other assignments using a 'phonics' lens. Review the circled skill names. If you see accurate and consistent use of the skill, place a checkmark in the appropriate column (indicating movement towards mastery) and record a few sample words from their writing using the skill to celebrate their progress."

- Materials include tools such as the "Writing Formative Assessment" that accurately measure students' acquisition of grade-level phonics skills. The Phonics Assessment instructional booklet states, "Writing is one of the most valuable and underused tools to evaluate a student's growing mastery of phonics skills.... If you notice a student consistently using a phonics skill in writing... then you know that this student can read these words in connected text."

- Lesson 29 of grade 2, "Fluency Check," uses progress-monitoring tools that systematically measure students' acquisition of grade-level phonics skills. Teachers give cumulative assessments to check both accuracy and fluency, ensuring students master skills before moving on. For example, teachers assess students' ability to read a cumulative word list accurately and fluently, recording results on the "Student Fluency Report." The lesson guides teachers to select small groups of children for assessment, use planners for small-group instruction, and involve families in practice activities. These methods give detailed information on students' phonics skills, helping teachers identify specific areas of need and adjust instruction accordingly. Teachers assess fluency through activities like independent reading and choral reading of the passage. The lesson includes exercises for sound-spelling/blending, high-frequency words, and reading connected text to evaluate students' understanding and application of phonics skills. For example, students read a passage about robots, and teachers check their reading accuracy and comprehension. This approach

provides detailed insights into each student's phonics abilities, helping teachers identify areas needing more practice. These methods ensure that instruction meets students' needs and supports their mastery of essential phonics skills.

- Materials include a variety of formative progress-monitoring assessments that accurately measure the acquisition of grade-level skills. The digital resources under the "Assessment" tab outline formative assessments for assessment and analysis by grade level. One assessment available in grade 2 is the "Comprehensive Phonics Survey," used to monitor knowledge of decoding skills and designed to be administered three times a year: beginning, middle, and end. The test format is a checklist that includes nonsense words, phonics skills, and multisyllabic words to be administered one-on-one.

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

- Materials include benchmark assessment items like the "Comprehensive Phonics Assessment Survey" (administered at the beginning of the year, middle of the year, and end of the year of grade 2) and the progress-monitoring tool "Cumulative Assessment: Fluency Check" (recommended on Day 5 of each of the 30 lessons throughout the academic year), which are aligned in task for students. Using these tools together allows teachers to monitor student skill growth and take action as needed to ensure students meet grade-level content learning expectations. For example, the expectation for the beginning of grade 2 in high-frequency words is that students can accurately read all the words from the grade 1 list. Teachers return to the grade 1 list and reteach those specific lessons to students in small groups who have not mastered these words.
- Teacher guidance materials include benchmark assessment recommendations to administer three different assessments to (most) grade 2 students three times throughout the academic year: at the beginning, middle, and end of the year. Teacher guidance materials also include multiple formative assessment opportunities throughout the lessons to determine if grade 2 students are making adequate progress toward meeting grade-level expectations for each benchmark assessment window goal. If students are not progressing, recommendations are detailed for intervention support and corrective feedback opportunities.
- The "Assessment Item Analysis" for grade 2 incorporates assessment opportunities throughout the school year, aligned with progress-monitoring tools. Teachers assess students on key skills such as phonemic awareness, phonics, and spelling at the year's beginning, middle, and end. For example, students are expected to accurately and automatically read words with short vowels and consonant blends, progressing to long vowels, complex vowels, and multisyllabic words by the end of the year. Regular assessments help teachers monitor student progress, identify areas needing additional instruction, and adjust their teaching strategies accordingly.
- The "Fluency Assessment Guidance" for grade 2 aligns with progress-monitoring tools throughout the school year. Teachers evaluate students' accuracy and automaticity in reading through Day 5"Cumulative Assessments," assessing their mastery of target skills and words from previous weeks. For example, fluency is measured in words correct per minute (WCPM) during the fall, winter, and spring to track progress and identify students needing additional

support. Regular assessments help teachers monitor fluency development, promptly address learning gaps, and ensure students meet grade-level expectations.

- Materials provide assessment opportunities throughout the year and are aligned with progress-monitoring tools. A document titled "From Phonics to Reading, K–3 Assessment Overview," is located in the digital resources and guides the teacher through the program assessments. The document includes information such as assessment purpose, recommended administration times, scoring guidance, planning resources, and what assessments are given at each level. The program recommends that in grade 2, weekly "Cumulative Spelling Assessments," located in the digital resources, be used to monitor spelling growth over time and to determine mastery of phonics skills.

Phonics Rule Compliance

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

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instructions. Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

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

- Digital materials include data-management tools to view individual student progress on assessments throughout the year, allowing teachers to make informed instructional decisions. The "FPR Assessments Report" dashboard provides teachers the option to build reports by choosing an individual student, the assessment period, and the assessment titles. The generated report allows teachers to determine the best learning path for each student.
- Materials provide "Progress Check" documents at the beginning of each unit for teachers to track individual student results. This form records the lesson target phonics skill, date, number correct, number automatic, and words misread for each "Fluency Check" formative assessment administered on Day 5 of each lesson. Teachers can use this information to make instructional decisions for small groups and partner work to ensure each student receives the type of accelerated instruction needed to continue growing their skills.
- The grade 2 materials offer tools to collect student data, analyze results, and plan the next instructional steps to meet each student's needs and accelerate growth. These resources, detailed in the "Assessing Phonics Instruction" section, include "Professional Development Videos," "Instructional Guides," "Assessment Resources," and "Differentiation Supports." Teachers can use resources like "Small-Group Planners," "Interactive Lesson Planners," and the Phonics Assessment e-book by Wiley Blevins to create effective action plans. Additionally, differentiation supports such as additional routines, targeted support, and a decodable text library help address specific skills and groups of learners.

- Materials include digital tracking and hard copies of student management tools to track individual student progress. The digital reports allow teachers to view data for various points in the year and determine progress. The print version of the "Student Fluency Report" is located on page 9C in each teacher's guide for grades K–2. Teachers can use these sources of student data to guide instruction for each student in small-group intervention activities and to accelerate instruction.
- Grade 2 materials include online data-management tools for individual student progress, which teachers use to make appropriate instructional decisions and accelerate instruction. Each student has an online dashboard where they are assigned assignments based on skills learned. The online management tool grades the assignments so teachers have quick access to data to make appropriate instructional decisions for student success.

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

- Digital resources include teacher access to the "FPR Assessment Report," a data-management tool that allows teachers to track the progress of whole-class students to analyze class patterns and the needs of students. Teachers choose from many options to build the report they need to make instructional decisions; options include class, group, program level, assessment, part, and assessment period. Reports generated provide the following information for each student: name, date, category, assessment period, accuracy, fluency, rate, recordings (if available), and the option to view the assessment itself. Analyzing this report data equips teachers to group students with similar needs for intervention/advanced instruction as well as to see whole-class patterns that indicate a need to shift whole-group instruction.
- The "Graded Assignments" and "Assignment Review" for grades K–3 offer essential tools for tracking student progress and understanding their needs. Teachers can monitor student performance from the beginning, middle, and end of the year by using charts and tables to organize data on specific skills like CVC words. These resources help teachers document when students master particular skills, clearly showing class wide progress. The electronic data-management system enhances this by generating detailed reports such as line graphs and histograms, which are organized by TEKS and specific skills. These reports enable teachers to plan and adjust instruction based on comprehensive data, ensuring that they can identify patterns and effectively address all students' needs. This system supports customized progress reports for each student, aiding in the creation of targeted instructional groupings and strategies for reteaching or extending learning as needed.
- The "Assessment Overview" for grades K–3 includes comprehensive tools to monitor student progress and tailor instruction to meet individual needs. This system uses assessments such as the "Comprehensive Spelling Survey," "High-Frequency Word Assessments," "Phonics Quick Check," and "Comprehensive Phonics Survey" to evaluate key literacy skills, including spelling, high-frequency word recognition, decoding, and phonemic awareness. Administered one-on-one or to the whole class at critical points throughout the year—beginning, middle, and end—these assessments ensure continuous monitoring and instructional adjustments. Teachers can effectively interpret results and apply them to instruction with guidance and

resources available on SadlierConnect.com. Resources like professional development videos, small-group planners, and interactive lesson planners help teachers create targeted action plans. This systematic approach identifies learning gaps, accelerates growth, and consistently evaluates student progress.

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

- Assessment materials include multiple pieces of guidance for how to administer and score assessments, when to administer assessments, how to track assessment scores, and if/then charts to guide teachers in the interpretation of scores and best next steps according to those scores. Guidance is provided throughout the academic year materials to inform teachers of specific feedback to provide if students struggle, small-group intervention lessons that correlate with lesson content, additional scope and sequences to accelerate instruction for students ready for it, and many more supports for students' needs.
- The "Student Fluency Report" includes information for teachers on the frequency of progress monitoring based on students' strengths and needs: "Administer the Cumulative Fluency Check every 3–4 weeks for all students. On the 2nd or 3rd assessment of a skill, the expectation is both accuracy and fluency. If a student misreads two or more words per "lesson" segment of the assessment, increase progress monitoring for that student to every two weeks to determine if the current instruction and intervention is positively impacting student achievement or if adjustments need to be implemented."

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

- The "Guide to Move Students Forward on the Path from Phonics to Reading" document outlines guidance for teachers of grade 2 students to identify additional phonics support needed before jumping into grade 2 instruction. The document recommends class administration of the "Comprehensive Phonics Survey" to determine specific grade 1 skills not yet mastered, provides an if/then chart to support teachers in planning next steps for instruction and practice for those skills, and includes an accelerated pacing chart to support finding time to add small-group lessons and potential additional whole-group needs during the first month of the academic year.
- The "Writing Mastery Checklist Administration & Analyses" document provides teachers of grades K–3 guidance on how to accelerate learning based on their writing mastery observations to give the students needed support to reach mastery of specific phonics concepts. Among the many recommendations the document provides, it states, "If you notice that a large number of students are struggling with one or more skills, add words with these skills to upcoming dictation, word building, and word sort activities. In addition, have students reread previous decodable texts focusing on these skills, find words in the text with target spelling patterns, and practice reading and sorting these words by spelling pattern."

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading*, English Phonics, Grade 2

- In the grade 2 materials, the "FPR Assessment Report" provides detailed insights into individual student performance, aligning with the guidance on accelerating learning based on progress monitoring data. For example, the report allows teachers to filter assessments by individual students, classes, and specific assessment types. This feature enables teachers to identify areas where students struggle or excel. By analyzing the data, teachers can tailor their instructional strategies to address gaps in learning or provide enrichment. The system also includes options to view detailed reports on accuracy, fluency, rate, and recording, which help in developing targeted action plans. This comprehensive data analysis supports creating small-group instruction and individualized learning plans, ensuring each student's educational needs are effectively met.
- The "High-Frequency Word Assessment" for grade 2 helps teachers accelerate learning by using progress monitoring data to guide instruction. When a student consistently misses certain high-frequency words, the teacher can target those words in daily reading practice and small-group sessions. Teachers incorporate activities designed to reinforce recognition and usage of these words, providing personalized support that helps students achieve mastery in reading skills.
- Materials include guidance on how to accelerate learning for specific concepts based on progress monitoring data. Using data results, teachers locate appropriate support materials provided in the teacher's guide under the Intervention heading. Each week's lesson cycle provides intervention lessons to support all target skills. For example, grade 1 Lesson 20 provides guided spelling and dictation for students struggling with phonics. The teacher models connecting each sound to spelling by following the scripted teacher directions.

Foundational Skills

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

The materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information and share information and ideas.

Evidence includes, but is not limited to:

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

- The digitally provided "Oral Language Development" document provides teachers with explicit instructional guidance on developing student oral language and oracy skills. This document contains very explicit instructions for teachers in supporting students as they learn to ask questions, answer questions, participate in conversations/discussions by taking turns listening/speaking, and practice "Turn-and-Talk." Teachers can follow the provided guidance to include oral language instruction throughout daily phonics lessons (during modeling, guided practice, coaching, feedback, and independent practice) but are directed in the document that "an ideal time to incorporate meaningful oral language activities is during work with decodable texts." Routine instruction for teachers contains examples that can easily be substituted for items throughout the curricular resource in order to be applicable to every appropriate lesson. For example, guidance for "Asking Questions": "Provide explicit instruction and modeling. Read a couple of pages of the lesson's decodable text (for example, Run Kim! in Lesson16). Pause and model asking a clarifying question, e.g., 'Kim packs her ball. She's looking for her socks. I think she will pack them, too. Where is she going?' Say to students: 'Think about what you saw me do as a reader.' Explain, 'I read the words carefully, looked at the posted question words (how, what, when, and why), and thought about what I understood from what I read thus far and what I wasn't sure about. Then, I planned my question before I asked it.' Tell students it is their turn to practice asking questions. Read the next page of the book. Ask students to follow along in their book. Then, ask, "Do you have any questions about this page? Turn and ask a neighbor. Remember to plan your question and

Page **54** of **91**

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading,* English Phonics, Grade 2

take turns.' Circulate, listen, and guide practice, providing corrective feedback as needed. Encourage students to independently ask questions, reference the question words, plan their questions, and then remember to talk turns and listen to their partner when rereading texts with their partners. As you establish routines like this one, having students restate and follow (and, as they grow more confident, give) these oral instructions are helpful. Remind students that good readers ask questions." In Lesson18, the writing extension, students read the text and tell what they learned about choosing a dog at a shelter. The directions suggest that students share their responses to their writing ideas with a partner and get feedback before writing. Grade 2 "Decodable Text Lesson Plan A Horse's Tail" emphasizes developing oracy skills through explicit and varied instructional methods. For instance, the "Asking Questions" section in the "Oral Language Development" document suggests that teachers model asking clarifying questions about the text and guide students to practice asking their own questions, encouraging critical thinking and active engagement. The "Turn-and-Talk" activity provides a structured opportunity for students to discuss their answers with a partner, promoting turn-taking and respectful listening. The "Conversational Turn-Taking" activity uses a "talking stick" to manage turns in conversations, teaching students to express their thoughts and listen to others. These activities, combined with guided practice and feedback, help students develop essential oracy skills, enabling them to communicate effectively and confidently.

- Instructional materials include systematic instructional guidance to support teachers in developing student oral language and oracy. The digitally provided "Oral Language Development" document explains: "While there should be numerous informal opportunities across the instructional day for oral language development, it is also crucial to give explicit focus to oral language in lesson planning. An ideal time to incorporate meaningful oral language activities is during work with decodable texts. The sophistication of these activities will grow across grade levels." Evidence of the systematic nature of oral language development from simple tasks to more complex ones throughout the academic year can be seen across the From Phonics to Reading program. For example, grade 2 students are asked in Lesson 1's decodable lesson to explain to their partners more surface-level questions like what the characters see on the path, but in Lesson 28, students have progressed to explaining to partners more complex comprehension answers to questions like: "What is the meaning of the word notion in the last paragraph? What words help you figure out its meaning?" These strategic opportunities allow students to use progressively more complex oral language and oracy skills over the academic year to combine the oral language skills they are explicitly taught with their growing phonics knowledge during decodable text lessons. Grade 2 "Decodable Text Lesson Plan A Horse's Tail" provides explicit and systematic instructional guidance to develop oral language through a variety of methods. For example, the "Read/Blend/Spell/Connect Routine" includes direct instruction where the teacher reads the word and has students chorally repeat it, modeling correct articulation. This routine guides students through blending sounds, pointing out known sound-spellings, and segmenting and spelling words. These methods ensure comprehensive support in developing students' oral language skills.

- The materials include many discussion prompts, group/partner collaborative learning experiences, and other opportunities for students to practice using their oral language skills, but lack systematic and explicit guidance for developing specific oral language skills in the

Teacher Edition print materials. Teachers must use online tools to access oral language instruction guides.

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

- Grade 2 materials contain opportunities for students to engage in social communication for different purposes and audiences. "Online Decodable Text Lesson Plans" include the "Read/Blend/Spell/Connect" routine for pre-teaching "Story Word" vocabulary that provides social communication opportunities in the "Connect" portion of the lesson. For example, in Lesson 16's "Make a Card" decodable text lesson plan, students work with partners to create a sentence using the vocabulary word using a sentence starter provided by the teacher (such as "I felt exhausted when..."). The "Academic Vocabulary Word About the Book" lesson, which is also included in the online "Decodable Text Lesson Plans," provides another example of social communication. For example, in Lesson 16, the vocabulary word is discard, and students respond to the question: "Where do you discard things we no longer use or want?" The audience for this discussion would be partners, the class, the teacher, or a small group. Grade 2 "Decodable Text Lesson Plan," "A Year of Seasons," includes opportunities for students to engage in social communication for different purposes and audiences. For example, the "Turn-and-Talk" activity encourages students to share their thoughts and listen to their peers, fostering turn-taking and respectful interaction. This activity helps students develop their ability to communicate in informal peer-to-peer settings. Additionally, the "Conversational Turn-Taking" activity, which uses a "talking stick," helps students practice speaking and listening in a controlled manner during small group discussions. These activities teach students to express themselves and respond to others in various social contexts, such as peer discussions and collaborative tasks. In Lesson 24, under the writing extension in the teacher edition. The teacher is instructed to have the students reread Moose on the Loose to themselves. Guide children to complete "Write About It" during independent work time, writing what they learned about the moose. Children can share ideas with partners to get feedback before they write.
- Grade 2 materials include multiple opportunities for students to engage in different types of academic conversation with different audiences. For example, Lesson 6 directs teachers to ask students to discuss: orally created sentences for the week's high-frequency words to share with partners (with the added challenge to expand on one sentence by adding details or combining two ideas); a list of final e words to build fluency with partners, their answers to comprehension question prompts with partners before sharing answers with the class, the "Speed Drill" word list reading with partners; their research pine cone findings in partner work, their findings with their partners, and write them down; various ways to sort words based on phonics patterns; what they've learned about final e words with the class; share examples of soft c/g words with the class; answers to teacher questions such as "What sound is different in these two words? Where is that sound in the word?" and what they learned about space with their partners before they write it down. Grade 2 "Decodable Text Lesson Plan," "A Year of Seasons," provides opportunities for students to engage in academic communication for different purposes and audiences. In the "Asking Questions" section of the "Oral Language

Development" document, teachers model how to ask clarifying questions about the text and guide students in practicing this skill. This practice prepares students for academic discussions where they can ask and answer questions to deepen their understanding of the material. Furthermore, the "Academic Vocabulary Word About the Text" section involves defining key terms like describe and using them in context, helping students communicate their ideas using precise academic language. These activities support students in articulating their thoughts clearly and engaging in academic discourse with teachers and classmates, enhancing their ability to participate in structured academic settings such as classroom discussions and presentations. In Lesson 16, students read to a partner to build fluency in the "Blend It" activity. In the "High-Frequency Words" activity, students expand sentences to a partner to practice descriptive or specific details. In Lesson 24, Day 2, "Read Connect Text," guide children in reading More Riddles. "Ask questions about the poem to check comprehension. Allow children to discuss answers with a partner before you call on children to answer. Prompt children to answer in complete sentences and find details in the text to support their answers."

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

- Evidence of authentic opportunities for students to actively listen, ask questions, and engage in discussion to understand and share information are woven throughout the From Phonics to Reading instructional materials. The "Multisensory/Multimodal Instruction" Teacher Guide outlines the research regarding the importance of a multimodal approach to improve student learning and explains the intentional design of instruction in the From Phonics to Reading program to provide students a wide variety of opportunities to actively engage students' senses as they learn. On page 6 of the guide, a chart is provided from one week's lessons outlining 16 literacy activities provided in the resource, along with notations on whether the activity provides students opportunities to engage in visual, listening/speaking, and kinesthetic/tactile ways. Sixteen out of the 16 activities involve listening/speaking. This intentional emphasis on student learning through listening and speaking can be found across all lessons in grades K–3.
- Materials provide multiple authentic opportunities for students to actively listen to understand information and listen to others share information and ideas. For example, grade 2 students listen to understand every lesson as their teacher explicitly models and provides specific corrective feedback to guide their learning. Scripted lessons provide daily directions for students to listen as a partner shares ideas and information, such as rereading "Blending It" words, comprehension question answers, word sort ideas, and using high-frequency words in sentences. Lesson 10 of grade 2 provides authentic opportunities for students to listen actively, ask questions, and engage in discussion to understand and share information. Students actively listen to the reading of Nate, Don't Be Late! and to their peers during the "Blend It" activity. They ask questions to clarify their understanding of the text and discuss answers with a partner to refine their comprehension. The instructions state, "Guide children in a reading of Nate, Don't Be Late! on Student Book, page 109" and "Ask questions about the story to check comprehension. Allow children to discuss answers with a partner before you

call on a child to answer." These activities engage students in active listening, questioning, and discussion to both understand and share information and ideas. The materials implement a "Read Connected Text" routine for grades K–3, including questioning strategies. The Instructional Routines Booklet, page 13, includes more details. In the "Read Connected Text" activity, the students listen as the teacher reads the title, Star Party, and front-loads vocabulary. Students predict the story and discuss the questions with a partner before answering the teacher.

- Grade 2 materials provide authentic opportunities for students to engage in discussion and ask questions in order to understand, share information, and share ideas. Daily lessons contain a variety of learning tasks with instructions for intentional student discussion, such as partners discussing answers to comprehension questions before engaging in classroom discussion, partners discussing ways to sort words with known phonics skills, partners reading "Speed Drill" lists to each other, students regularly engage in collaborative learning activities centered on the week's skills, students create high-frequency word sentence to share with partners, and students brainstorm ideas for writing extension activities together before writing their response. Lesson 29 of grade 2 provides authentic opportunities for students to listen actively, ask questions, and engage in discussion to understand and share information. Students actively listen to the reading of Dear Uncle Robert and to their peers during the choral reading activity. They ask questions to clarify their understanding of the text and discuss answers with a partner to refine their comprehension. The instructions state, "Guide children in a reading of Dear Uncle Robert. Read the greeting. Have children repeat" and "Ask questions about the passage to check comprehension. Allow children to discuss answers with a partner before you call on children to answer." These activities engage students in active listening, questioning, and discussion to both understand and share information and ideas.

Foundational Skills

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

The materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable and multisyllable words in isolation and decodable connected text.

Evidence includes, but is not limited to:

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

- Grade 2 materials include explicit instruction scripts to support teachers in delivering letter-sound instruction that allows students to apply skills to basic decoding and encoding. Day 1 of each grade 1 lesson contains an explicit lesson that supports decoding in the "Introduce Sound-Spelling' section. This lesson section contains a predictable routine from lesson to lesson, with shifts only being the focus phonics skill of the week and on the application page, which includes previously learned letters/sounds. Lesson 9 includes this explicit "Sound-Spelling" skill lesson: "Write chin, shin, and thin and have children read the words. Underline the consonant digraphs ch, sh, and th. Remind children that in a consonant digraph, two or more consonants stand for one sound. Then, use the sound-spellings on Student Book pg 91 to introduce consonant digraphs wh, ph, ng, and nk. Write while, photo, king, and sink. Underline the consonant digraph in each word and model blending. Guide children to blend the word lines and sentences on Student Book pg 91. Model blending the first two words. Contrast the words, noting that the letters w and h form the consonant digraph wh, which has the single sound /hw/. Then have children chorally blend the remaining lines." Students use this explicit lesson to gain skills needed to decode words on the "Learn and Blend" page, such as graph, white, string, and the sentence "The king likes to sing songs when he takes a bath." Weekly "Word Building" lessons illustrate an example of explicit instruction that supports

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading,* English Phonics, Grade 2

basic encoding. Similar to the "Sound-Spelling" lessons, dictation lessons follow the same explicit routine to ensure students can focus on learning the phonics skills rather than the steps of a new activity. Lesson 9 includes this explicit word-building lesson: "Guide children to use letter cards to build or make the following words in sequence: which, whip, sip, sing, sung, sunk, sink, pink, think, thing, ring, rink. Say a word for children to make. Circulate and provide corrective feedback. Tell children which letter(s) to replace, delete, or add. Ask: What's the new word? When completed, repeat the activity. However, this time don't tell children which letter to replace. Instead, tell them which new word to make. Ask questions such as: Which sound is different? Which letters will you change? What new letter will you use?" This explicit lesson guides students in encoding with their growing knowledge of letter-sound relationships. Lesson 29 of grade 2 provides an explicit introduction to the letter-sound relationships, supporting both basic decoding and encoding. The "Sort It Out" activity guides students to sort words according to their syllable types: closed, open, consonant + le, and vowel team. Teachers help students understand the various syllable types and how each type has only one vowel sound, aiding in the direct application of these relationships to basic decoding.

- Grade 2 materials include explicit and systematic instruction for letter-sound relationships that support decoding. Materials begin with blending and segmenting closed syllable words and progress to blends and more syllable types to transition to multisyllabic words. Explicit instruction for the lesson is included in the Teacher Guide. For example, in Lesson 18, after the teacher explains that students will be learning about r-controlled vowels, the lesson directions say, "Write arm, hard, and shark. Underline the letters ar in each word and model blending, emphasizing the /är/ sound. Explain that in an r-controlled vowel. The consonant r affects, or changes, the vowel sound." The Teacher Guide directions include modeling and guiding students through blending words with the r-controlled vowel. Students practice decoding new words immediately after the lesson. Grade 2 materials explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding. The materials provide a "Scope and Sequence" overview that shows a progression that starts with letters most useful in decoding. For example, the grade 2 materials introduce Short oo and Long oo, Diphthong /ou/, and Diphthong /oi/ for Lessons 24–26. With these skills, students are able to decode words and read irregularly spelled words. The Unit 6 "Overview" for grade 2 systematically introduces and reviews syllable types and spelling patterns to support basic decoding and encoding. The lessons build on previously taught skills, gradually increasing in complexity to ensure a thorough understanding. For example, Lesson 29 focuses on reviewing the six syllable types and decoding words with these patterns. Lesson 30 advances to more complex syllable types, such as final stable syllables (-tion, -sion, -ture, -sure), and decoding words with these stable syllable patterns. Each lesson includes specific activities for word building, guided spelling/dictation, and word study/morphology, reinforcing the systematic introduction of these syllable patterns. This structured approach ensures that students can apply these relationships in both reading (decoding) and writing (encoding), providing a comprehensive and systematic foundation in phonics.

- Materials include a systematically ordered "Scope and Sequence" for introducing letter-sound relationships that support basic decoding and encoding. In grade 2, letter symbols and their corresponding sounds that are the most predictable appear in the beginning lessons of the

year (such as short vowels, closed syllables, consonant blends, and final stable syllables), and phonics focus skills gradually increase in complexity as instruction progresses (such as the wide variety of vowel teams and complex vowels). This progression allows students to build a firm foundation for reading and writing using their growing knowledge of letters, letter combinations, and their corresponding sounds.

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

- Grade 2 materials guide direct, explicit instruction focused on connecting letters to phonemes within words. Daily lessons include explicit directions, and the digital resources include a grapheme wall activity with phoneme/grapheme cards and a lesson plan template for the teacher. Teachers use the grapheme wall to display sounds connected to spellings with picture associations. Step 3 in the teacher template provides guidance for letter-sound connection. Grade 2 materials include frequent "Intervention" supports in every lesson to provide teachers with direct instruction scripts to support students making errors in whole group learning events. For example, in Lesson 2, this is the intervention support for those making errors during the "Guided Spelling/Dictation" lesson: "Model how to connect phonics skills to writing with children needing support. Say the word basket. Tell children they can spell one word and one syllable at a time. Model segmenting the first syllable sound by sound (/b/ /a/ /s/) and the second (/k/ /e/ /t/). Model how to connect each sound to a spelling. Say: What is the first sound in basket? That's right, /b/. What letter do we write for the /b/ sound? [Write b.] Continue in a similar fashion to connect the remaining sounds to letters and repeat for the second syllable. Say the following words in a sentence, one at a time... have children write them..."
- Teacher materials include the "Sound Wall" lesson template, which outlines a four-step process for linking sounds to spellings with specific sentence frames and sample teacher scripts to support teachers as they work to support students with connecting phonemes to letters and/or address common errors or misconceptions students will have in this process. For example, Step 4 is "Connect to Sound-Spelling Card," and the script reads: "Let's look at our Sound-Spelling Card for Long e. I placed it beside the Sound Card, which shows how we make that sound. Look at the picture of the bee. This picture can help us remember the long e sound and its spellings. When you are reading and writing and aren't sure of which sound or spelling to use, look at the Sound-Spelling Card for help." By leading the introduction of the sound/symbol connection like this, teachers will eliminate many possible errors and misconceptions before they occur, and if a student error or misconception arises afterward, teachers can easily refer students back to the sound-spelling card to remediate their misunderstanding.
- Grade 2 materials include guidance for the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors. For example, Lesson 21 provides teachers with a "Learn and Blend" activity. "Complex Vowel /ô/: teachers write bat and ball and have

children read the words. Contrast the vowel sounds in each word. Explain that the letter a has the /ô/ sound when followed by certain letters. Then use the sound-spellings in Student Book to introduce complex vowels /ô/ spelled au, aw, a(lk), a(lt), and a(ll). Write cause, saw, walk, salt, and fall. Underline each word's complex vowel /ô/ spelling and model blending. When children make an error, say: My turn. Point to the spelling and say the sound (e.g., aw, /ô/). Ask: What's the sound? Have children chorally respond. Return to the beginning of the word. Say: Let's start over. Blend the word with children again. For multisyllabic words, model how to break apart the word and then sound it out using knowledge of syllable types or common spelling patterns.

- Lesson 29 of grade 2 guides the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words. The "Learn and Blend" activity on page 299 helps students understand the six syllable types by modeling how to divide and blend words like turtle, peanut, and donate into their syllables. Teachers explain each syllable type and guide students in blending them to read longer words. This direct instruction helps students connect phonemes to letters and understand how different syllable types contribute to word pronunciation. Additionally, the lesson includes recommended explanatory feedback for students based on common errors. The "Corrective Feedback" section provides detailed instructions for teachers to address mistakes, such as asking students to repeat the sound, identifying the missed syllable type, and using contextual cues to confirm the correct word. This feedback helps students understand their errors and learn the correct pronunciation and spelling of multisyllabic words.

- Lesson 30 of grade 2 guide the teacher to provide explicit (direct) instruction focused on connecting phonemes to letters within words. The "Learn and Blend" activity helps students understand final stable syllables by modeling how to read and blend words like motion, erosion, feature, and closure. Teachers explain the definition of final stable syllables and guide students in recognizing and blending these syllables to read longer words. This direct instruction helps students connect phonemes to letters and understand how final stable syllables contribute to word pronunciation. Additionally, the lesson includes recommended explanatory feedback for students based on common errors and misconceptions. The "Corrective Feedback" section provides detailed instructions for teachers to address mistakes, such as asking students to repeat the sound, identifying the missed syllable type, and using contextual cues to confirm the correct word. This feedback helps students understand their errors and learn the correct pronunciation and spelling of multisyllabic words.

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

- Materials include a variety of resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode single-syllable and multisyllable words in isolation. Resources for developing letter-sound correspondence in isolation include items like the explicit lesson scripts to guide teachers as they introduce and

model letter-sound skills, as well as the specific guided practice opportunities outlined within the scripted lessons for all letter-sound correspondence skills covered in that academic year. Student workbooks contain ample resources for practicing letter-sound skills in isolation. The layout of these practice pages in grade 2 is consistent throughout the year with variance only in the phonics focus skill of that lesson, and they include the top of the "Learn and Blend"; "Read-Spell-Write" for high-frequency words; "Handwriting"; "Think and Write"; "Trace, Write, and Build"; "Sort it Out"; and "Read and Write." Resources supporting the reinforcing of letter-sound correspondence skills learned through cumulative review of the skills in isolation include the "Cumulative Quick Check" activities on days 2–5 of each lesson, contain sound-spelling cards for all previously taught phonics skills and Day 5's "Cumulative Assessment Fluency Check" reviews a list of phonics skills learned in the current unit as well as those of the last 4–5 lessons.

- Materials include a variety of resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode single-syllable and multisyllable words in decodable text. Resources for developing letter-sound correspondence in the connected text include explicit lesson scripts to guide teachers as they lead students through lessons like high-frequency words (put in the context of sentences), the first read of a decodable text, and the end of dictation activities conclude with writing a sentence. Student workbooks contain ample resources for practicing letter-sound skills in connected text. The layout of these practice pages in grade 2 is consistent throughout the year with variance only in the phonics focus skill of that lesson, and they include the last lines of the "Learn and Blend" page, the decodable reader, the bottom of the "Listen and Spell" page; "Build Fluency," and "Write About It" for writing extension. Resources that provide reinforcement and review for single-syllable words in the connected text include the decodable passages/stories in each unit and the decodable texts in the "Fluency Booster Pack." Each of these texts specifically focuses on the phonics focus skill and high-frequency words in the current lesson, as well as a cumulative review of previously learned phonics skills and high-frequency words. The materials include a variety of resources for students to develop their understanding of applying letter-sound correspondence to decode words in isolation and in connected text. Materials provide practice resources that support cumulative review. The materials provide a "Skills Crosswalk," which includes a list of interactive games and activities grouped by skill and grade level for practice and review. The interactive decodable text library provides opportunities for students to read additional books with previously taught skills for reinforcement. The fluency skill builders component includes more books to practice decoding within texts. Lesson 29 of grade 2 includes a variety of activities for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode multisyllabic words. Activities like "Learn and Blend" and "Blend It" guide students to identify and blend syllables in multisyllabic words. For example, students read the words *turtle*, *peanut*, and *donate* and then apply their knowledge of syllable types to decode these words. This activity involves breaking down the words into syllables (e.g., *tur/tle*, *pea/nut*, *do/Nate*) and understanding the vowel and consonant patterns within each syllable, which supports the development of their letter-sound correspondence skills.

- The lesson provides practice and reinforcement through practical exercises such as "Daily Practice" activities where students read words like *puzzle*, *perfect*, and *mistreat* and identify

syllable types in context. The teacher uses corrective feedback techniques, such as having students repeat the correct pronunciation of words and focusing on challenging vowel sounds. Additionally, the materials suggest that students complete the "Daily Practice" activities throughout the week, emphasizing cumulative review and reinforcing their skills over time. The use of repeated practice with multisyllabic words in isolation and within sentences ensures that students consistently apply their understanding of syllable types and letter-sound correspondence, thereby reinforcing their learning.

- Lesson 30 of grade 2 provides a variety of resources for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode multisyllabic words. The "Learn and Blend" activity uses word lists with final stable syllables (e.g., *action*, *portion*, *station*), helping students recognize and understand the spelling patterns of these syllables. This foundational resource is essential for developing their understanding of letter-sound correspondence in multisyllabic words. Additionally, the "Blend It" activity has students read and blend words like *marble*, *motion*, and *closure*, reinforcing their ability to decode words in isolation and within sentences. The lesson further reinforces these skills through practical exercises and cumulative review. The "Daily Practice" section includes sentences containing target words, such as "The man took a picture of the strange creature found on the beach" and "We had to measure each section of the classroom," helping students apply their decoding skills in connected text. Throughout the week, students use these resources to complete "Daily Practice" activities that emphasize final stable syllables, ensuring repeated practice and reinforcement. The teacher provides corrective feedback by modeling correct pronunciation and emphasizing the final stable syllable patterns, which supports the accurate application of letter-sound correspondence. These resources ensure that students consistently develop, practice, and reinforce their understanding of decoding multisyllabic words.

Foundational Skills

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

The materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sounds (e.g., adding, deleting, and substituting syllables). Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).

Evidence includes, but is not limited to:

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

- The materials include a multi-page Developmental Progression document that contains an easy-to-use chart demonstrating how phonological activities progress by grade to reflect how activities begin with simple skills and transition to more complex skills over time. This document illustrates how identifying and producing rhyming words, alliteration, and word identification fit into the instructional sequence and how that transitions to more complex skills such as adding, deleting, and substituting syllables.
- The materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS. From Phonics to Reading program's phonological awareness skill design progresses systematically from larger sound units to

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading,* English Phonics, Grade 2

single sound units (sentence/syllables to phoneme) as students master simple skills to complex skills (isolating to manipulating). The "Phonological Awareness Scope and Sequence Rationale" explains, "There are five basic phonological awareness activity types. These are listed below in a general progression from easiest to most complex. However, within each task, there is an internal progression from easiest (e.g., largest word part—syllable) to most difficult (e.g., smallest word part—phoneme or sound)." The "Scope and Sequence" document contains a list of phonemic awareness skills for each grade K and 1 to show alignment with this philosophy. For example, grade K Lesson 1 focuses on "Recognizing Rhyme, Clap Syllables, Blend Syllables, and Identify Words in a Spoken Sentence," Lesson 15 focuses on "Oral Blending, Recognize and Produce Rhyme, Isolate Beginning, Medial, and Ending Sounds," and by Lesson 30 at the end of the academic year students focus on "Oral Blending, Phonemic Manipulation: Add Syllables and Phonemes, Phonemic Manipulation: Substitute Initial Sounds." Yet when examining individual "Word Sort" lessons in grade K's first several lessons of the school year, students must possess advanced phonemic awareness skills to isolate beginning and medial phonemes. The "Sound Sort" activity in Lesson 1 involves students sorting picture cards according to the beginning sound /m/. In Lesson 2, students sort picture cards that have /a/ in the beginning or medial position (axe, bat, taxi, pan, and jam) in one column versus words that do not have the /a/ sound, and in Lesson 3 students sort picture cards by first sounds /m/ or /s/.

- The "Phonological Awareness Scope and Sequence Rationale" explains: "There is a progression from easier to more complex across phonological awareness task types within each grade. For example, you will find identifying rhyme activities before students engage in oral blending and oral segmentation activities. These power skills are worked on before students are introduced to phonemic manipulation tasks... students blend syllables before they blend onset/rime. They blend onset/rime before they blend phoneme by phoneme... Since these activities are relatively similar in complexity, they are done simultaneously in the sequence. Students then progress to more complex skills." In grade K Lesson 3, students need the following phonological skills that vary widely in complexity in order to participate in the lessons: blending onset/rime (PA lesson); blending phonemes to read words am and Sam ("Learn and Blend"), identify and count the number of words in a sentence (PA lesson), isolate beginning phonemes (PA activity), isolate initial, medial, and final phonemes, connect each to letter symbol, and write letter symbol ("Think and Write" activity with "Dictation" lesson), isolate initial phonemes of words and match words beginning with /s/ or /m/ ("Sound Sort"), isolate beginning sounds of pictures, circle correct letter symbol, write letter symbol ("Read and Write" independent practice activity), and blend onset/rime (PA activity).

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

- The materials include explicit instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. The "Phonological Awareness Scope and Sequence Rationale" lists explicit

routines for each phonological awareness skill, instructions for teachers on what to say/do while teaching, tools to support student understanding through guided and independent practice opportunities, corrective feedback, and multimodal/multisensory supports.

- The materials include an instructional routines guide alongside the Teacher Guide, which provides direct and explicit instruction for teaching phonological awareness skills, along with recommended, explanatory feedback based on common errors. For example, in Lesson 2, Day 1, the students learn to recognize rhyme. The teacher's guide provides basic instruction, but the Instructional Routines Booklet includes "Routine 7: Rhyme" instructions to guide teachers in teaching students to identify rhyming words. If students make errors or build misconceptions about identifying rhymes, the Instructional Routines Booklet offers teachers the following multimodal and multisensory supports: "Use color cards. Break apart a word by onset/rime (e.g., /s/ /at/) and place a color card for each part. Use the same color for the rime (e.g., at) in words that rhyme (e.g., sat, mat)." The color cards provide a concrete representation of the same ending sounds across words to boost student understanding.
- The materials include the Instructional Routines Booklet Routine 9, which outlines the explicit process for "Oral Segmentation" lessons. Teachers should follow the oral segmentation routine when teaching lessons throughout the academic year, which involves oral segmenting (at any level of sound). After instructions outline the routine steps and sample teacher talk, teachers can reference the "Multimodal and Multisensory Supports" to support them as they work with students who make errors or have misconceptions. The booklet directs teachers: "When segmenting by syllables, teach children the 'chin drop' technique. Have them place their hand underneath their chin and count the number of chin drops (vowel sounds) as they say the word. Remind students that each syllable has one vowel sound."

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

- The materials include various activities and resources for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). The Instructional Routines Booklet provides recommended steps and sample teacher talk routines specific to supporting students as they develop and practice individual phonological awareness skills. Routines align with the "Phonemic Awareness" lessons taught throughout the academic year so teachers can intentionally pair the routine with the corresponding instructional activities as they encounter them in the lessons (e.g., Routine 7—Rhyme, Routine 8—Oral Blending, Routine 9—Oral Segmentation, Routine 10—Manipulation (Substitution), Routine 11—Manipulation (Addition), and Routine 12—Manipulation (Deletion)). There are multiple lessons across grade K materials for students to practice their phonological awareness skills in explicit lessons with phonological skill development as the primary objective and lessons with alternate objectives where phonological skills are practiced repeatedly (such as the skill of segmentation in dictation lessons). Additionally, there are multiple resources suggested in the Instructional Routines Booklet as well as the intervention lessons throughout the curricular resource to support students, such as Elkonin

boxes with counters for sounds, arm/hand motions, and color cards to illustrate parts of words staying the same/changing for concepts like rhyme and substitution. Coupled with the routines are memory-building strategies to support students as they learn concepts such as using your arm as a soundboard for oral blending and oral segmenting, stretching words in segmenting with the hand motion of the rubber band technique, and using the chin drop technique for segmenting by syllables.

- The materials include the document "Syllable Awareness Activities," which provides additional opportunities for students to develop, practice, and reinforce phonemic awareness skills such as adding syllables, deleting syllables, substituting syllables, and cumulatively reviewing all these skills. The materials also include memory-building activities. The activities can be found in the professional development online materials and classroom implementation video. The teacher says a word, and the students spell it using a combination of oral (spelling) and body movement (jumping jacks).

- The materials include high-impact routines and resources in the professional development video. Activities discussed in the video support students in grades K and 1 and include teaching students to move hands left to right as they separate sounds/syllables in words, tap the arm starting at the shoulder and moving down to the wrist to count out syllables and sounds, and counting chin drops to find the number of syllables in words. The timestamp that refers to these activities in the video starts at 22 minutes. In Lesson 16, students are learning to recognize and produce rhyme. Words in the rhyming practice sets include short a and short i sounds students learned in earlier units. Practice sets of words in phonemic awareness routines often include previously learned sounds as review. Resources, in addition to daily lessons and practice materials included in the teacher's guide, are discussed in the "High-Impact Routine" video. Some of these resources include color counters and cards to make sounds concrete as students say the syllables and picture cards (in the back of student books) to connect sounds to concrete items. Timestamps in the videos for resources are located at 11:50 and 17:35.

Foundational Skills

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

The materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

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

- Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).

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

- The materials include a multi-page Developmental Progression document that contains an easy-to-use chart demonstrating how phonemic awareness activities progress by grade. This document illustrates how students begin with identifying, blending, and segmenting phonemes in the early grades and transition to more complex manipulation over the grade span.
- The materials in grade K include a systematic sequence for introducing phonemic awareness activities that begin with identifying, then blending, and segmenting phonemes and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. According to the "Scope and Sequence," students begin phoneme level work in "Phonemic Awareness" lessons in grade K Lesson 3 as they work to isolate beginning sounds in grade K Lesson 3, then isolating ending sounds in Lesson 5, and move to isolating medial sounds in Lesson 8. This progression systematically builds from simple to complex skills, as isolating middle phonemes is the most complex of the isolation skills. Day 3 of Lesson 1 to complete learning activities such as the "Learn & Say" activity (circling pictures beginning with /m/), the "Sound Sort" lesson (sorting pictures that begin with /m/ from pictures that do not), and the "Trace & Write" activity (identifying pictures that begin with /m/ and writing the Mm symbols), and the "Say and Write" activity (writing letter m under the images that begin with /m/). A further example of the non-systematic progression of phonemic awareness skills comes in Lesson 2, Day 1, as students are circling pictures containing the /a/ sound either in the initial position or in the medial position (bag, ant, fan, cat), the Day 2 "Handwriting" lesson where students are asked to identify if the /a/ sound is in the name of a picture and write the Aa symbols (cap, van, hat, apple), etc. As early as Day 3 of Lesson 1, directions indicate, "Children can complete much of this page during independent work time."
- The materials include the first "Phonemic Awareness" lesson on blending phonemes into one-syllable words on Day 1 of Lesson 5, continue providing this phoneme blending practice on Day 1 of Lessons 6–15, and then on several days of the learning cycle in each lesson, gradually increasing from blending three phonemes to blending four phonemes to make a word. This skill progression is systematic because it begins with blending fewer phonemes and increases to more blended phonemes throughout the year.

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

- The materials include direct and explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Routine 8 in the Instructional Routines Booklet outlines the explicit process for "Oral Blending" lessons. Teachers should follow the oral blending routine during lessons throughout the academic year. After instructions outlining the routine steps and sample teacher talk, teachers can reference "Multimodal and Multisensory Supports" for information on guiding students' misconceptions. These supports include items to make the process

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading*, English Phonics, Grade 2

visual that do not include letter symbols, such as teachers moving their hands from right to left as they move from sound to sound to emphasize the sounds changing or moving their arms to model the sound shifts. Additional advice includes: "Do not tap the sounds you are blending as some students struggle holding onto sounds and will generate a word with the last sound they hear" (research from Gonzales-Frey and Ehri, 2020). Routine 9 in the Instructional Routines Booklet outlines the explicit process for "Oral Segmentation" lessons. Teachers should follow the "Oral Segmentation" routine, which involves oral segmenting when teaching lessons throughout the academic year. After instructions outlining the routine steps and sample teacher talk, teachers can reference the "Corrective Feedback" information to guide their responses to student errors. It states: "When students make mistakes, stretch the word using the rubber band technique. Have students repeat. Then, use the sound boxes to model how to place one counter on each box as you stretch the word and move from sound to sound. Repeat the routine using the same word, asking students to respond with you."

- Grade K materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common misconceptions. The online teacher edition consists of Level K "Phonemic Awareness Syllable Awareness" activities with explanatory feedback for teachers. For example, Say: When I add -ing to the end of the pack, I make the word pack-ing, packing. Practice: Have children add a syllable to the end of each word to make a new word: fish—Add ing. (fishing) In Lesson 18, the teacher's directions say to say sound sequences and ask the children to blend sounds to make words. Provide corrective feedback by modeling how to stretch the sounds together. Teachers can access direct and explicit instruction by utilizing the Instructional Routines Booklet.

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

- The materials in grade K include direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support emerging encoding skills. For example, in Lesson 7, the Teacher Edition recommends using sound boxes and counters for students needing support in the dictation activity. Teacher guidance reads to "stretch the sounds in the word in. Place one counter in each box as you move from sound to sound. Have children repeat. Then, model how to connect each sound with a spelling. For example, ask: 'What is the first sound in in? What spelling do we write for the /i/ sound? Refer children to Sound-Spelling Cards... remove the counter and replace it with the letter i."

- The materials in grade K include direct and explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support emerging encoding skills. "Routine 1A: Blending" in the Instructional Routines Booklet integrates the phonemic awareness skill of blending with the alphabetic principle to support students in transitioning from oral language activities to basic decoding. It states: "Write the letter, point to it, and say the sound. /s/ Write the next letter, point to it, and say the sound /a/. Slowly slide your finger under the two letters as you blend the sounds /sssaaaaa/. Repeat, but slide your finger under the letters this time and blend more quickly /sa/. Write the next letter, point to it, and say the sound /t/. Slowly

slide your finger under all three letters as you blend the sounds /ssaaaaat/. Repeat faster and say, "The word is sat." Teachers use this routine regularly on Day 1 of each lesson when introducing the phonics focus skill as they model and support students in reading words on the "Learn and Blend" student workbook page. Step 3 of the "Sound Wall" lesson template document explicitly provides teachers guidance on connecting segmenting a word into sounds, referring to the sound-spelling cards posted to find the letters that make that sound and writing them.

- The grade K materials connect the alphabetic principle to phonemic awareness in transitioning from oral language to basic encoding. This instruction is provided through the weekly "Dictation" activity. For example, in Lesson 19, the teacher models segmenting the word wig, sound by sound, and guides the students to connect each sound to spelling. The teacher asks, what is the first sound in wig? What is the letter that goes with the /w/ sound? What is the next sound in wig? Then, the last sound and students write each letter to match the sounds. Lesson 25, Day 3, is a "Think-and-Write" activity in which teachers model segmenting the word van sound by sound. Then, ask students how many sounds are in the word van? Finally, guide children in connecting each sound to a spelling.

Foundational Skills

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

The materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). Materials provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns, both in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The grade 2 materials introduce sound-spellings systematically throughout the academic year. The "Scope and Sequence" highlight the progression of primary skills, which move from simple to more complex. For example, Lessons 1 and 2 cover short vowels and closed syllables, Lesson 3 introduces students to final stable syllables (the only syllable pattern not explicitly taught in grade 1), and the rest of the year reviews many concepts students learned with single syllables in grades K–2. The concepts increase in complexity as students are focused on applying their phonics knowledge to multisyllabic words.

- The materials include phonics skill lessons across the grade 2 academic year aligned with grade-level TEKS sound-spelling patterns. The From Phonics to Reading Correlation to the Texas Knowledge and Skills for English Language Arts and Reading document illustrates the many lessons the following skills are represented: students learn to decode and encode words with short, long, or variant vowels, trigraphs, blends, and silent letters; how to decode and encode multisyllabic words with all six syllable types; decode and encode compound words, contractions, and common abbreviations; to encode words with multiple sound-spelling patterns by using knowledge of syllable division patterns as well as prefixes and

suffixes. For example, in grade 2 Lesson 14, the objective is suffixes (y, ly) and moves to comparative suffixes in Lesson 18 (er, est).

- The materials include a systematic sequence for introducing sound-spelling patterns as outlined in the TEKS. The sequence outlines the progression of skills for grades K–3 with this basic summary: to cover all phonics skills in grades K and 1, reinforce those skills in grade 2 (ensure mastery and transfer), and begin to apply skills for multisyllabic words throughout grades 2 and 3 while teaching the six syllable types. In grade 3, differentiated instruction should be provided for students who have not mastered skills from earlier levels.

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

- Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. The materials provide teachers with important points to emphasize about grade 2 sound-spelling patterns. For example, in Lesson 11's "Word Sort": "Ask children what they learned about these words from doing the sort. Guide children to understand that most open syllables have a long vowel sound. If unsure whether a syllable is open, children can try a short vowel and then a long vowel sound." In Lesson 18, the teacher's directions include explicit instructions such as what words to write, which parts to underline, and scripted guidance on blending. In Lesson 22, the teacher shows students how to divide the word startle into syllables, then guides them to blend each syllable and put them together to read the word. Then, the teacher guides the students to blend the word lines and sentences in the student book.

- The materials include a "Sound Wall" lesson template that ensures direct and explicit instructional routines for teachers as new sound-spelling concepts are introduced throughout the academic year. Four steps are outlined, including introducing a "Sound Card," focusing on "Articulation," "Connecting to Letters/Spelling," and "Connecting to a Sound-Spelling Card." These four steps include specific directions for teacher actions and a teacher talk template with a sample script. For example, Step 4: "Connect to Sound-Spelling Card" instructs teacher actions by asking for the "Sound-Spelling Card" to be displayed and for the teacher to point to the photo for the keyword to connect the sound and spelling, and the "Teacher Talk" template includes three bullet points guiding what teachers will say each time they connect to a "Sound-Spelling Card" (such as "Let's look at our Sound-Spelling card for __. Look at the picture of the ___. This picture can help us remember the sound and its spelling(s). When you are reading and writing and aren't sure of which sound or spelling to use, look at the Sound-Spelling card for help."

- The materials include the Instructional Routines Booklet, which integrates additional instructional support into the teacher's professional development. For example, the routines document guides teachers in explicit blending with sample teacher talks that support discussion of blending and guidance in pace based on students' performance. In Lesson 24, the teacher writes good and room in the "Learn and Blend" activity and has the children read the words. Compare and contrast the vowel spellings and sounds with children. Then, use the sound-spellings in Student Book to introduce short oo spelled oo, ou, and u and long oo spelled oo, ou, ough, u_e, u, ew, ue, and ui. Write book, broom, soup, tune, truth, grew, clue,

Page **74** of **91**

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading,* English Phonics, Grade 2

and suit. Underline the short oo spelling in book and the long oo spelling in the other words and model blending.

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

- The materials from the From Phonics to Reading program include various activities for students to develop, practice, and reinforce their knowledge of sound-spelling patterns. For example, grade 2 materials include a wide variety of learning center activities (such as syllable puzzles in Lesson 11); opportunities to build, sort, and discuss words (in every lesson cycle for each sound-spelling pattern); opportunities to write words (in dictation lessons as well as writing extensions, cumulative review work, and decodable online lessons); and "Cumulative Assessment Fluency Checks" on Day 5 of each lesson. These activities help students review and practice their sound-spelling knowledge.
- The materials include a variety of resources for students to develop, practice, and reinforce their knowledge of sound-spelling patterns. For example, grade 2 materials include the following resources: student workbook pages to guide the independent application of skills taught, Elkonin boxes, high-frequency word cards, syllable type cards, consonant and vowel sound walls, sound-spelling cards, phoneme/grapheme cards, counters, and if/then charts to guide teachers in planning differentiated instruction to fit students' needs best. Lesson 24, Day 3, provides a word-building activity. Students are guided to use letter cards to build words said by the teacher.
- The materials include online practice activities in digital resources, such as "Is It a Word?," "Sort It," and "Build It," which are interactive games for practicing sound-spelling skills. In Lesson 5, the digital resource includes a list of instructional tools, including items such as word cards, word-building cards, letter cards, and sorting masters. In Lesson 26, the interactive "Sort-it-Out" resource has the students sort words by open or closed sort. Students are given two columns, one with oi and one with oy. Students are given a set of words, such as boy, coin, joy, and noise, and they have to put the words in the correct column.

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

- The grade 2 materials provide a wide variety of resources and activities that include taught sound-spelling patterns to support students in growing their abilities to decode and encode words in isolation. For example, in every lesson, students blend words on the top portion of the "Learn and Blend" page; participate in the "Speed Drill" activity to identify distinct word parts in words on the list, and practice reading the columns of words to build fluency; participate in word sorts and word building activities (both in building/grouping words, but also in partner/class discussion about how to think and generalize word patterns); work to learn skills related to morphology with word parts; review all sound-spelling patterns learned so far

in "Cumulative Review" lessons on Days 2–5 of each lesson cycle, and read the letter/word list on the "Cumulative Assessment Fluency Check" on Day 5.

- Materials provide a variety of activities and resources to decode and encode words in decodable, connected text that support students in reviewing previously taught sound-spelling patterns. For example, in grade 2 weekly lessons, the last lines of the Learn and Blend workbook page include sentences to decode; the decodable text is read and re-read multiple times throughout each Lesson; 1 connected text passage involves both reading the passage and writing a sentence in response to the "Interact with the Text" question and the other connected text passage is focused on decoding and comprehension; and there are additional reading/writing opportunities with additional decodable texts available in the Fluency Booster Pack texts/lessons.

- The materials provide a variety of activities and resources to support students in decoding and encoding words, including sound-spelling patterns taught in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction. Students practice the new skill of r-controlled vowel syllables in the "Learn and Blend" activity in Lesson 22. The "Learn and Blend" lesson refers students to "what they know" about syllables. Sound spelling is practiced in isolation in the "Blend It" routine, then again in the "Sort it Out" activity. They practice using the r-controlled syllables to decode the "Connected Text," Mark and the Tigers. Students circle all of the r-controlled syllables after reading. Then, support is provided to students for writing and spelling with the r-controlled syllables in the "Learning Center" activity. They write a list of 10 r-controlled vowel words and are instructed to leave a blank space for the r-controlled vowel. A partner fills in the missing letters. After reading the connected text, The Dairy Farm, students respond to the reading in the "Write About It" activity. Students are to write what the class learned about dairy farms in the story.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	40/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	0/2
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1) (T)	4/4
5.E.2c	Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	24/24
5.E.2d	Materials include a variety of activities and resources (including the use of memory-building strategies) for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1) (S)	12/12

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

Evidence includes, but is not limited to:

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

- The materials do not include a systematic sequence for introducing regular and irregular high-frequency words. Grade 2 materials lack a consistently coherent sequence for introducing regular and irregular words that correspond with the sound-spelling patterns being learned in phonics skill lessons. For example, Lesson 3's phonics focus skill is consonant + le syllables, and the high-frequency words taught are of, for, fall, live, and from; Lesson 5's phonics skill is final blends, and the high-frequency words taught are good, our, do, give, and does; and Lesson 11's phonics focus skill is open syllables and the high-frequency words are don't, would, off, out, and more.
- The materials include high-frequency word lists (representing both regular and irregular words) in From Phonics to Reading is research-based. Wiley Blevins explains in the "High-Impact Routine" video: "High-Frequency Words" that the 248 high-frequency words taught in the program are a combination of the Dolch 220, Fly 100, and American Heritage 100 with repeating words eliminated. The program also systematically revisits high-frequency words that, due to the recent teaching of a new phonics skill, have transitioned from irregular to decodable for students and include recently learned high-frequency words in

decodable/connected texts. Still, there is no clear, systematic sequence for introducing regular or irregular high-frequency words.

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

The materials guide teachers to provide explicit instruction for decoding and encoding regular and irregular high-frequency words. Routine 2 in the Instructional Routines Resource Booklet focuses on explicit instruction for high-frequency word lessons. The routine used throughout the program for this is called "Read-Spell-Write-Extend" and is used for both regular and irregular high-frequency words. The "Read" portion of the routine focuses on guiding students to decode the word by asking the teacher to write the high-frequency word students are to learn in a context sentence and underline the word. The teacher then reads the sentence aloud, points to the new high-frequency word, and reads it aloud. Students then say the word together and tap (or say) the sounds they hear in the word. The "Spell," "Write," and "Extend" portions of the routine focus on guiding students to encode the new word in isolation. For "Spell," the teacher highlights known and unknown spellings that must be remembered by heart for irregular words. During the "Write," students write the word (in the air, on dry-erase boards, or on paper) multiple times in isolation as they spell it aloud. In the "Extend," students see the word added to the correct spot on the sound/spelling wall and then write an oral sentence, which they can extend further on subsequent days of instruction.

The grade 2 Lesson 26 provides direct and explicit instruction for decoding and encoding both regular and irregular high-frequency words. The lesson includes clear instructions for decoding words such as start, please, thank, own, and before. Teachers guide students to read these words in context, break them down into syllables, and tap out the sounds they hear, aiding in understanding their phonetic components. For encoding, the lesson features activities where students write and spell the words start, please, thank, own, and before. Students write each word multiple times and spell them out loud, with the teacher modeling the spelling process and guiding practice.

The materials guide the teacher in providing direct and explicit instruction for decoding regular and irregular high-frequency words. In addition to the Teacher Guide lessons, the professional development resources support teachers in teaching decoding with high-frequency words in the "High-Impact Routine" video series. Teachers can watch a demonstration of explicit instruction at timestamps 11:55–15:14. The Teacher Guide to "High-Frequency Words" document explains instruction and offers more activities to support learning. For example, the guidance says to build a log of cumulative sentences in the back of the writer's notebook that includes sentences using high-frequency words that are written and read to a partner for review and practice throughout the year.

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

- The grade 2 materials include various daily activities to support students in reading and writing regular high-frequency words through opportunities to develop the skill, practice the skill, and reinforce their skills through cumulative review. Within lesson activities include: an introduction to the high-frequency words of the week with the "Read-Spell-Write" routine on Day 1, reviewing the five high-frequency words of the week with the "Read-Spell-Write-Extend" routine on Day 2 as well as reading connected text with the words embedded for extra practice, reviewing the words again on Day 3 with "Read-Spell-Write-Extend" as well as completing a reading and writing exercise to apply the words of the week in the student workbook, reading another connected/decodable text with the words intentionally included on Day 4 as well as reviewing the week's five high-frequency words and applying them in another writing task, and on Day 5 students review the five words by building them with letter cards, engaging in word activities, and reading aloud their sentences from Day 4 with partners. In addition, games students can play in stations or small-group intervention time for activities to support their development, practice, and review of regular high-frequency word skills, including: "Mix It Fix It" and "What's Missing?" The "Manipulatives Kit" provided to each teacher supplies every class with high-frequency word cards (with a word on the front and a sentence containing the word on the back), dry-erase boards, and dry-erase markers. Additionally, these items within the kit provide extra support in reading and writing regular high-frequency words: instructional sound cards, phoneme/grapheme cards, and syllable cards.

- The grade 2 lesson materials help students develop, practice, and reinforce their skills in decoding and encoding irregular high-frequency words through structured activities and routines. For example, in Lesson 17, students focus on words through the "Read-Spell-Write" routine. This routine has students read words in context sentences and underline them, involving orthographic mapping where they say or tap the sounds they hear in the words. They write each word twice and use them in context sentences, providing practice in decoding these words. Additionally, Lesson 17 includes activities that help students develop, practice, and reinforce their skills in encoding irregular high-frequency words. The lesson teaches spelling by having students spell the words aloud and write them multiple times. The "Read-Spell-Write" activity involves writing each word twice and saying each letter as they write. Students also use the words in context, reinforcing their spelling and memorization skills.

- The grade 2 materials provide a comprehensive and structured approach to developing, practicing, and reinforcing decoding and encoding skills for irregular high-frequency words. These lessons ensure students build a strong foundation in literacy through a variety of engaging activities and resources. For example, Lesson 29 includes a comprehensive set of resources to develop, practice, and reinforce these skills. Activities like "High-Frequency Words," "Read Connected Text," and "Word Sort" help students develop decoding skills. In the "High-Frequency Words" section, students must recognize and decode specific words. Resources such as "Build Fluency," "Word Building: Make New Words," and the Decodable Passage Robots offer repeated opportunities for students to work on decoding irregular high-frequency words in different contexts. To reinforce decoding skills, the lesson plan includes

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading,* English Phonics, Grade 2

cumulative assessments like the "Fluency Check" for Lessons 24–29, helping students retain their knowledge over time. For encoding skills, activities such as "Word Sort," "Dictation," and "Writing Extension" provide practice in spelling irregular high-frequency words. Resources like "Word Building: Make New Words" and "Writing Extension" offer repeated practice opportunities, while cumulative review activities and assessments, such as "Student Fluency Reports," ensure that students reinforce their encoding skills for irregular high-frequency words over multiple lessons.

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

- The materials provide multiple activities for students to recognize, read, and write high-frequency words in isolation. The "Manipulatives Kit" includes sight-word cards teachers can use to introduce the words in isolation on Day 1 and review the words on days 2–5 of each learning cycle. The top portion of the "Read-Spell-Write-Extend" student workbook page provides an opportunity on Day 1 for students to read and write the words in isolation. On Day 2, students revisit the "Spell" and "Write" portions of the "Read-Spell-Write-Extend" routine to work with the words again in isolation. The two high-frequency word games included in the program ask students to write the missing letters in the high-frequency words listed in isolation ("What's Missing?") and to rebuild a high-frequency word in isolation that has its letter cards all mixed up ("Mix It Fix It"). For example, in Lesson 16, students engage in the "Read-Spell-Write" activity, where they read, spell, and write words like together, around, first, its, and part in isolation.
- The grade 2 materials contain multiple activities for students to recognize, read, and write high-frequency words in connected text. Words are introduced using the "Read-Spell-Write-Extend" routine, which involves students recognizing and reading the underlined word that will be learned in a sentence and writing sentences orally created with a partner that includes the high-frequency words; students write the high-frequency words of the week on the bottom of the "High-Frequency Word" workbook page to complete sentences and read them; students engage in dictation activities to write sentences that frequently include the high-frequency words of the week; and students read (and reread multiple times throughout the program) connected texts that intentionally include the week's focus high-frequency words as well as previously learned high-frequency words. The "Use in Context" activity in Lesson 16 has students read and write these words in sentences, such as "Please walk around that huge puddle" and "The music club likes to sing together."
- The grade 2 materials include a variety of activities for students to recognize, read, and write high-frequency words in isolation and connected text. The online professional development provides a high-impact routine in the high-frequency video to teach and model for teachers. The video includes modeling for high-frequency activities such as flashcards, cumulative sentence folders, "Read-Spell-Write" routines, "Mix It Fix It," and what is missing. Each week, the decodable book has the week's high-frequency words in the text. For example, in Lesson

24, the high-frequency words know, most, two, and full are included in the decodable text Soup.

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading*, English Phonics, Grade 2

Foundational Skills

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

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

Evidence includes, but is not limited to:

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

- The materials include grade 2 "Scope and Sequence," which provides a systematic sequence for introducing grade-level syllable types as outlined in the TEKS. The instructional sequence progresses from simpler to more complex syllable patterns. For example, it starts with short vowels and closed syllables, then moves to consonant + *le* syllables and various consonant blends and digraphs. This sequence builds on foundational knowledge, ensuring students develop an understanding of different syllable types progressively. The academic year begins with a review of short vowels in one-syllable words in Lesson 1. By Lesson 2, students learn about closed syllables in multisyllabic words. In Lesson 3, students are introduced to the Consonant-*le* final stable syllable type (the only syllable type not introduced in grade 1 materials or grade 1 TEKS) alongside closed syllables, and through the rest of the academic year, students continue

work to continue their review of each of the remaining syllable types by adding the extra rigor of reading and writing them in multisyllabic form.

- The materials include a systematic sequence for introducing grade-level syllable division principles in alignment with grade 2 TEKS. For example, students first learn the VCCV syllable division principle in Lesson 2 (which they will use from this point forward in "Sound-Spelling Blend It" lessons and activities). When concepts move to "Vowel Team" syllable patterns in Lesson 13, students receive instruction on using what they know about vowel team syllables to decode these words in a way that keeps the vowel team together. By Lesson 17, students use the principles of syllable division to attack words like *tablecloth* and *unbreakable,* and when students move into Lesson 18 to work with *r*-controlled syllables, they receive instruction on how to use what they know about these syllables for support as they work with the word.
- The materials systematically introduce grade-level syllable division principles as outlined in the TEKS. For example, students first learn about syllable division principles starting with VCCV, then progressing to vowel teams before *r*-controlled vowels. This sequence is presented systematically and appropriately in the "Scope and Sequence."

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

- The materials include guidance for teachers to provide explicit instruction for applying syllable types and syllable division principles to decode and encode words. Grade 2 students learn the "Reading Big Words" strategy beginning in the "Word Study/Morphology" lessons within Lesson 2 to support their ability to successfully apply knowledge of syllable types and TEKS-aligned syllable division principles to decode multisyllabic words. This strategy includes five explicit steps students are explicitly guided through initially with words containing two closed syllables. The instruction moves through each step individually and provides students immediate practice applying them on a workbook page. The five steps are: 1) Look for the word parts at the beginning of a word (prefixes); 2) Look for the word parts at the end of the word (suffixes); 3) In the base word, look for familiar spelling patterns and think about the syllable-spelling patterns you have learned; 4) Sound out and blend together the word parts; 5) Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: "Is this a real word?" Does it make sense in the sentence? For example, Lesson 29 provides explicit and direct instruction for applying knowledge of syllable types to decode and encode words. The "Closed Sort" activity guides students to categorize words into closed, open, consonant + *le*, and vowel team syllable types, helping them identify and understand different syllable types. The "Word Building" section further reinforces these skills by having students build and write words like *turkey*, *turtle*, and *beetle* using syllable cards. Additionally, the lesson includes guided spelling and dictation exercises to connect phonics skills to writing. The "Guided Spelling/Dictation" activity involves segmenting words into syllables and connecting each sound to a spelling, enhancing students' ability to decode and encode words accurately.
- The materials include explicit lessons supporting students' skills in using syllable division principles and syllable types to encode words, which are included throughout the resource. For example, in Lesson 17, the "Guided Spelling/Dictation" lesson directs teachers to: "Say the word

apple. Model segmenting the word into syllables: *ap-ple*. Tell children they will spell the word one syllable at a time. Model segmenting the first syllable sound by sound and then the second. Model how to connect each sound to a spelling…" This activity repeats across multiple weeks of instruction with fresh opportunities to grow encoding skills with new syllable types/spelling patterns (such as /ar/ in single-syllable words in Lesson 18).

- The materials include explicit lessons supporting students' skills in using syllable division principles and syllable types to encode words. Lesson 28 explicitly teaches reading and writing words using vowel team syllables. The "Closed Sort" activity helps students categorize words according to vowel team syllable patterns like *ai*, *au, ow*, and *oy*, aiding in understanding how vowel teams stay together when dividing words into syllables. The "Word Building" section further supports this by having students build and write words such as *yellow*, *bowtie*, and *raincoat* using syllable cards. Additionally, the lesson includes guided spelling and dictation exercises that connect phonics skills to writing. The "Guided Spelling/Dictation" activity involves segmenting words like *chewy* into syllables and modeling how to connect each sound to a spelling. This structured approach ensures that students can decode and encode words accurately using their knowledge of vowel team syllables. The structured activities in this lesson enhance students' ability to apply syllable types and division principles in both reading and writing tasks, thereby improving their literacy skills.

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

- The materials for grade 2 include multiple activities for teachers to provide direct and explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode single and multisyllabic words. For example, in Lesson 13's "Word Building" lesson, students create several words from syllable cards (including remain, maintain, retain, contain, donkey, monkey, Monday, weekday, and weekend). A portion of the explicit instruction from the teacher's script states: "Read each syllable with children. Ask children to share what they notice about the syllables. Guide them to notice that some of the syllables are vowel team syllables with a long vowel sound. Children may also notice that three syllables are closed syllables. Say: Knowing these common syllable types will help you chunk a long unfamiliar word to sound it out." This pattern of "Word Building" lessons repeats through many weeks with different syllable types, including Lesson 7, 11, 17, 22, and more. Other activities found throughout the resource that support students in decoding words using knowledge of syllable types are the "Learn and Blend" pages tied to each new phonics skill focus, the "Speed Drill" activities, decodable texts, "Word Sorts," "Cumulative Reviews," and "Fluency Checks." To prepare students to read the "Learn and Blend" lines in Lesson 13, teachers are instructed to "remind children that they can use what they know about syllable spelling patterns to read longer words"; this phrasing is found throughout lessons in the resource.

- The materials include various activities and resources to develop, practice, and reinforce the decoding and encoding of one and multisyllabic words. These lessons ensure students achieve mastery of foundational literacy skills through a variety of engaging activities and resources. For example, Lesson 29 includes various activities and resources to develop,

practice, and reinforce students' decoding and encoding skills. Students build words using given syllables in activities like "Word Building: Make New Words" and enhance their decoding abilities with "High-Frequency Words." Practice opportunities include "Word Sort" and "Word Study/Morphology: Related Words," which allow students to sort and understand word structures, while "Build Fluency" helps improve reading fluency. The lesson reinforces skills through cumulative assessments such as the "Fluency Check: Lessons 24–29" and the "Student Fluency Report." Additional practice is provided by the "Speed Drill" and "Speed Drill Blackline Master." The lesson also includes a variety of resources, such as "Word, Syllable, Letter, and Sound Cards," and interactive activities like "Blend It" and "Sort It Out." This structured and diverse approach ensures that students can effectively master decoding and encoding skills.

- The materials include multiple resources to support teachers as they provide explicit instruction for students on applying knowledge of syllable types and syllable division principles. Resources include sound cards, instructional sound cards, phoneme/grapheme cards, syllable cards, dry-erase boards, dry-erase markers, letter and word cards, and workbook pages.

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

- The materials include a variety of activities for students to practice reading and writing one-syllable words as well as multisyllabic words in isolation and connected text that builds on previous instruction, using their knowledge of all six syllable types and syllable division patterns. Activities supporting work in isolation include the top portion of the "Learn and Blend" lessons correlating with the week's phonics skill, various "Learning Center/Enrichment" activities, "Word Study/Morphology" lessons, "Speed Drill" word lists, "Word Sort" activities, "Word Building" activities, "Guided Spelling/Dictation" activities for students needing additional support, and "Fluency Check" word lists. Activities supporting work in decodable, connected text that builds on previous instruction include the bottom sentences on the "Learn and Blend" page, "Connected Text" passages (two in the main material with additional passages in "Fluency Booster Pack"), opportunities to reread connected texts from multiple weeks to partners, and writing extensions.

- The materials include multiple resources to support teachers as they provide explicit instruction for students on applying knowledge of syllable types and syllable division principles. Resources include: decodable passages that focus on the primary skill of the week and build on previously learned skills (in main materials and additional titles available in the "Fluency Booster Pack"), sound cards, instructional sound cards, phoneme/grapheme cards, syllable cards, dry erase boards, dry erase markers, letter and word cards, and workbook pages.

- The grade 2 materials provide a comprehensive and structured approach to developing, practicing, and reinforcing decoding and encoding skills. These lessons ensure students build

Texas Instructional Materials Review and Approval (IMRA)
William H. Sadlier, Inc., *From Phonics to Reading,* English Phonics, Grade 2

a strong foundation in literacy through a variety of engaging activities and resources. For example, Lesson 11 includes activities and resources to help students practice decoding and encoding one-syllable and multisyllabic words using knowledge of syllable types and syllable division principles. Students learn about inflectional endings (double final consonant) and practice adding -ed and -ing to words such as hop and plan. Activities like "Add -ed and -ing" guide students to write new words and read them aloud, providing opportunities to decode and encode words in isolation. To reinforce these skills in context, the lesson features exercises where students complete sentences with words they have written, like "The baby is napping in the crib." The "Word Study" section explains spelling changes when adding inflectional endings and assigns independent completion tasks for further practice. The lesson also includes resources such as word lists and sentence completion exercises to support decoding and encoding practice. Additionally, "Word Building" activities help students create words with new endings, ensuring comprehensive mastery of these skills through both isolated practice and real-world use.

Foundational Skills

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

The materials include a systematic sequence for introducing grade-level morphemes, as the TEKS outlines. Materials include guidance for the teacher to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials include a variety of activities and resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).

Evidence includes, but is not limited to:

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

- The materials include a systematic sequence for introducing grade-level morphemes across the academic year that align with TEKS. The "Scope and Sequence" illustrates this progression: Lesson 1 reviews -s; Lesson 2 covers -ing; Lesson 3 reviews -ed; Lesson 14 introduces -y and -ly; Lesson 16 focuses on prefixes un-, re-, dis-, pre-, and mis-; Lesson 18 covers comparative suffixes -er and -est; followed by -ful and -less in Lesson 19; Lessons 23, 24, 26, and 28 review affixes; and coverage of all TEKS required affixes rounds out in Lesson 30 with ion, tion, and sion.
- The grade 2 materials include a systematic sequence for introducing grade-level morphemes that closely align with the TEKS standards. According to the "Scope and Sequence" document, students begin with the -s inflectional ending in Lesson 1, followed by -ed in Lesson 5 and -ing in Lesson 6. As they progress, they learn to identify and use words with affixes like un-, re-, -ly, -er, -est (comparative and superlative), and -ion/tion/sion. Specifically, suffixes -ly in Lesson 13, suffixes -er and -est in Lesson 18, and -ion/tion/sion in Lesson 28. This structured

approach ensures that students build a strong foundation in morphological awareness as outlined in the TEKS standards.

- The materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. For example, Unit 3 addresses "Inflectional Endings (double final consonants)," "Inflectional Endings (change y to i)," and (kn, wr, gn, mb) skills.

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

- The materials include explicit instruction on TEKS-aligned morphemes that help students recognize common morphemes and use knowledge of those meanings to support reading comprehension. For example, Lesson 4 materials guide teachers to read about adding the inflectional ending -ing to words on the top of their workbook page, which states: "You can add -ing to an action word to show an action that is happening now." This helps students understand how the words are formed and what the ing ending indicates about the word (happening now). Students then add ing to base words on a workbook page and write -ing words in sentences. In Lesson 14, materials guide teachers to explain the suffix -ly, which means "in a way that is." The workbook page provides definitions and examples such as quickly and slowly, helping students understand how the suffix -ly changes the meaning of base words. Students are instructed to add the suffix -ly to base words, make necessary spelling changes, and complete sentences using their newly formed words. This approach ensures that students learn words' formation and meaning with the -ly suffix.

- The materials include explicit instruction on TEKS-aligned morphemes that support students in using what they learn about morpheme meanings to guide their abilities to decode and encode. For example, in the "Word Study" lesson, Lesson 7 addresses adding inflectional endings -ed and -ing to base words. Teacher guidance directs: explain to students sometimes the spelling of words changes when inflectional endings are added, show them how it works in words ending in final e (such as bake) by explaining how baked and baking were formed, and after some guidance practice teachers should "Have children read aloud the words they wrote. Remind them of their spelling changes to help them isolate the base words. As children read the words with -ed, remind them that the ending -ed can stand for /t/, /d/, or /ed/." This instruction supports students in both encoding and decoding. In Lesson 18, materials guide teachers to explain the comparative and superlative suffixes -er and -est. The workbook page provides rules for adding these suffixes, such as doubling the final consonant and dropping the final e before adding the suffix. Students read words with these changes, identify the suffixes, and discuss how the suffixes -er and -est change the meaning of the base words to indicate comparison (e.g., big becomes bigger to show a greater degree, and biggest to show the greatest degree). They then complete exercises where they add the appropriate suffixes -er and -est with the necessary spelling changes and write sentences using their newly formed words. This approach ensures that students learn words' formation and meaning with the comparative and superlative suffixes -er and -est.

- The materials include guidance for the teacher to provide direct and explicit instruction for supporting the recognition of common morphemes and using their meanings to support decoding and encoding. Prefixes, suffixes, and basic decoding skills are covered in the professional development video on "Multi-syllabic Words" (timestamp 20:00-23:14). The "Word Study" and "Morphology" portion of each lesson supports direct instruction on the use of morphemes to decode and encode.

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

- The materials include activities that support students in developing, practicing, and reinforcing grade-level morphological skills. For example, in Lesson 4, students receive instruction focused on the -ing ending with the following opportunities: several words on the "Speed Drill" end in -ing (and a few review the -s ending taught in Lesson 1), the "Connected Text" contains six -ing words and three review -s words, the second "Connected Text" contains twelve -s words and five -ing words, the "Word Study/Morphology" lesson/activity focuses on adding the ing ending to words; the "Cumulative Quick Check" includes a "Word Study/Morphology" exercise for students to read six -ing ending words, and the "Cumulative Assessment Fluency Check" contains a word with -ing as well. In Lesson 14, students receive instruction focused on the suffixes -y and -ly with multiple opportunities to engage with these morphemes. The "Word Study/Morphology" activity guides students through the meanings of the suffixes -y ("made of" or "full of") and -ly ("in a way that is") and how they change the meaning of base words. For example, students learn that quick becomes quickly to mean "in a way that is quick" and rain becomes rainy to mean "full of rain." Students add the suffixes -y and -ly to base words such as quiet to make quietly and sun to make sunny, noting any necessary spelling changes, like doubling final consonants or dropping the final e. They then complete sentences using these new words. The lesson also includes activities where students read aloud the words they wrote, discuss spelling changes, and explain the meanings of the new words formed with the suffixes. Additionally, the lesson features intervention activities that reinforce these skills by focusing on the position and spelling of sounds that change when adding the suffixes -y and -ly.
- The materials include activities that support students in developing, practicing, and reinforcing grade-level morphological skills. Grade 1 Unit 6 materials provide various resources to support students in developing, practicing, and reinforcing grade-level morphological skills. These resources include word and letter/syllable cards for each lesson, which help students recognize and use different morphemes. Additionally, sorting boxes and "Speed Drill" templates are available to aid the cumulative review and practice of morphological patterns. The unit also offers "Reading Big Words" strategy guides and small-group planners to facilitate differentiated instruction and targeted practice. Home connections and student fluency reports allow students to practice and reinforce skills outside the classroom. The comprehensive phonics survey and phonemic awareness assessments, administered three times a year, help monitor student progress and inform instructional decisions. These varied resources ensure that students have multiple opportunities to engage with and master grade-level morphological skills.

- Grade 2 materials include multiple resources to support teachers as they instruct students on grade-level-appropriate morphological skills. Resources include sound cards, instructional sound cards, phoneme/grapheme cards, syllable cards, dry-erase boards, dry-erase markers, letter and word cards, and workbook pages.

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

- The materials include activities and resources that support students in using knowledge of morphemes to encode and decode words in isolation. For example, in Lesson 4, students receive instruction focused on the -ing ending with the following opportunities: several words on the "Speed Drill" end in -ing (and a few review the -s ending taught in Lesson 1), the "Word Study/Morphology" lesson/activity focuses on adding the ing ending to words for students to read and write; the "Cumulative Quick Check" includes a "Word Study/Morphology" exercise for students to read six -ing ending words, and the "Cumulative Assessment Fluency Check" word list contains a word with -ing as well. In Lesson 23, students learn several rules: dropping the final e before adding suffixes like ed and ing, changing y to i, and doubling the final consonant. They use these rules to build word lists. Subsequently, students create new words by applying these endings and write sentences to demonstrate their understanding. Resources connected to these activities include workbook pages, letter/word cards, and dry-erase boards/markers.
- The grade 2 materials include activities and resources that support students in encoding and decoding words in decodable connected text with knowledge of morphemes that build on previous instruction. For example, in Lesson 5, students read a sentence on the "Learn and Blend" page incorporating two -s endings as well as write sentences using the "Learn and Blend" words, the "Connected Text" passage Dear Grandma contains four words with -ed endings and two words with -s endings, the other "Connected Text" passage is read multiple times in the lesson and it contains three -s word endings. Resources include decodable texts and workbook pages.
- Grade 2 materials include activities and resources that support students in encoding and decoding words with morphemes in isolation and decodable connected text. For example, materials in Lesson 14, students receive instruction on the suffixes -y and -ly. The "Word Study/Morphology" lesson guides students through adding these suffixes to base words, such as muddy from mud and shiny from shine. Students then practice encoding by writing the new words with the suffixes -y or -ly and making any necessary spelling changes. Additionally, students complete sentences using these newly formed words, reinforcing their understanding of the morphemes in context. Resources for these activities include workbook pages, where students write the suffixes and complete sentences. The lesson also incorporates teacher-led discussions to explain the meanings of the suffixes -y and -ly and review spelling changes before adding the suffixes. The "Teacher Table Intervention" activity focuses on word building with additional support for students who need it. Lesson 18 provides various activities and resources to support students in developing, practicing, and reinforcing

grade-level morphological skills. The "Word Study/Morphology" activity focuses on comparative suffixes -er and -est, where students read and write words with these suffixes. They complete a workbook exercise by adding -er and -est to base words and writing sentences with these comparative forms. The lesson includes an intervention activity where students practice spelling and decoding words with comparative suffixes using guided spelling and dictation. These activities, the workbook, and guided practice ensure students have multiple opportunities to engage with and apply their understanding of comparative suffixes in different contexts.