

95 Percent Group, LLC

English Phonics, 1

95 Phonics Core Program Classroom Kit for Grade 1

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9781935853770	Both Print and Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Noncompliant	Flags Not in Report	0	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	25 out of 28	89%
2. Progress Monitoring	20 out of 26	77%
3. Supports for All Learners	24 out of 27	89%
4. Phonics Rule Compliance	27 out of 31	87%
5. Foundational Skills	95 out of 108	88%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	0	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	7
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course, unit, and lesson-level design.

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	The materials include a scope and sequence outlining the TEKS and concepts taught in the course. The materials do not include a scope and sequence outlining the ELPS taught in the course.	3/4
1.1b	All criteria for guidance met.	2/2
1.1c	All criteria for guidance met.	2/2
1.1d	All criteria for guidance met.	2/2
1.1e	All criteria for guidance met.	2/2
—	TOTAL	11/12

1.1a – Materials include a scope and sequence outlining the TEKS, ELPS, and concepts taught in the course.

The *Scope & Sequence* outlines the concepts taught in the course. The document is divided into four sections: "Lesson," "Skill Focus," "HFW," and "Unit Overview & Academic Vocabulary." The concepts begin with a review of grade K skills such as letter sounds and blending, followed by grade 1 skills such as blending consonant-vowel-consonant (CVC) words with short vowel sounds, then progressing to blends, digraphs, long vowel sounds, phonograms, and ending with vowel teams.

The *Scope & Sequence Alignment to TEKS* illustrates the Texas Essential Knowledge and Skills (TEKS) taught in the course. For example, the "Short u" section's phonic focus on short vowel consonant-vowel-consonant-consonant in Lesson 6 meets the standard ELA.1.2.A.iii ("demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words").

The *95 Phonics Core Program* materials do not include a scope and sequence outlining the English Language Proficiency Standards (ELPS) taught in the course. The materials do include information regarding English language learners in *Language in Literacy: Maximizing Outcomes with 95 Phonics Core Program*.

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).

The *Pacing Guide* outlines daily 30 minute lessons, taught over 25–30 weeks.

"Appendix A" of the *Teacher's Guide* offers instructional calendar modifications and considerations for 165, 180, and 210 days.

The *Teacher's Guide* suggests 150 instructional days for all calendar options. The number of flex days varies by calendar option: 15 for 165 days, 30 for 180 days, and 60 for 210 days.

The "Considerations" portion of "Appendix A" suggests when teachers should begin instruction. Teachers following 165-day calendars should "begin instruction as soon as possible." Teachers following 180- or 210-day calendars should "begin instruction within 10–15 days of school starting."

1.1c – Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

The *Teacher's Edition* provides "Teacher Tips" that explain how each lesson builds on previous concepts, so teachers can support students to make connections between lessons. For example, the "Teacher Tip Overview of Lesson 1" explains that the purpose of Lesson 1 is to review and apply the critical kindergarten skill of mastering the 26 letter-sound correspondences. The following lessons all teach grade 1 phonics skills.

The "Background Content Knowledge Unit Overview" also provides an "Overview by Unit" that describes each unit's purpose and the logic behind the unit order. For example, the concepts in Unit 2, Lessons 2–8 that follow the kindergarten review in Unit 1 are "a transitional activity to bridge from kindergarten to first grade."

1.1d – Materials include protocols with corresponding guidance for unit and lesson internalization.

"Appendix B: How to Prep for a 95 PCP® Instructional Unit" of the *Teacher's Guide* provides a process for unit internalization. The process includes previewing the scope and sequence, an end-of-unit assessment, the unit, and previous unit assessments. The materials provide guiding questions for internalization at each step, such as "How are the skills under Other Skills building from previous units?" and "What skills should students be able to demonstrate by the end of the unit?"

"Appendix C: How to Prep for a 95 PCP® Lesson in Under 10 Minutes" provides a process for lesson internalization. The process includes previewing a lesson to understand its sequence and focus, and questions that prepare teachers to consider potential misconceptions and how to address them.

1.1e – Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.

The "Course Level Design" of the *Teacher's Guide* provides guidance for instructional leaders. The guidance covers developing a communication plan, scheduling weekly observations to assess fidelity to the resource, and using the "Implementation Tracker."

The Implementation Tracker in "Appendix C" of the *Teacher's Guide* is a resource instructional leaders can use to support teachers with implementation. It provides instructional leaders with "look fors" by weekly focus, key details from the *Teacher's Edition*, and instructional dialogue.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	2/2
1.2b	All criteria for guidance met.	2/2
—	TOTAL	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.

Throughout the *Teacher's Edition*, "Teacher Tip" boxes provide guidance and background content knowledge. The tips give educators a broader understanding of the lesson sequence, and necessary information for instruction in future lessons. For example, in grade 1, Volume 1, Day 5, Lesson 1, the "Teacher Tip" explains the focus for the beginning (learning the phonics pattern) and the end (building fluency) of the week.

The "Background Content Knowledge Unit Overview" summarizes all lesson instructions and background content knowledge in one place. For example, the overview of Lesson 1, which states, "Unit 1: Lesson 1, Introduction and teaching of the instructional routines that will be used throughout the rest of the lessons." The resource also outlines the unit rationale with a look at the upcoming application of newly taught phonics skills.

For each unit, the *Scope & Sequence* provides an overview, and a list of all academic vocabulary. For example, Unit 1 has the academic vocabulary: "syllable, delete/deletion, substitution, segmenting/segmentation, phoneme, consonant, vowel, finger-stretch, nasal, gesture, phrase, onset, rime, verb."

1.2b – Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

The *Grade 1 Ancillary Instructional Materials (One95 Literacy Platform)* include weekly "Family Support Letters" in English and Spanish.

The letters in English provide information and suggestions for families to support students in practicing the weekly phonics focus at home. For example, the first "Family Letter" for Lesson 1 shares information about consonants and vowels.

The "Family Letters" in Spanish have the same phonological instruction as the letters in English. For example, they have the same word diction to pronounce (e.g., /b/ /ā/ /k/).

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	The materials include comprehensive, structured, detailed lesson plans that include daily objectives, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS and the ELPS). The materials include questions to check for understanding of learning objectives (aligned with the TEKS), but do not include questions to promote the use of language to meet the language standards of the lesson (aligned with the ELPS).	6/8
1.3b	All criteria for guidance met.	3/3
1.3c	All criteria for guidance met.	1/1
—	TOTAL	10/12

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 (aligned with the TEKS and the ELPS).

The *Scope & Sequence Alignment to TEKS* illustrates how each lesson plan meets content standards and aligns with the TEKS. For example, Lesson 6 meets the standard ELA.1.2.A.iii ("demonstrate phonological awareness by: distinguishing between long and short vowel sounds in one-syllable words"). The resource does not address how the lesson plans meet language standards and align with the ELPS.

The *Overview of Lesson Plans* includes daily objectives, instructional activities and tasks for students to practice to promote mastery, required materials for each lesson, and lesson assessments. For example, the daily objective in Lesson 1 is "Students demonstrate understanding of the letter-sound correspondences by correctly writing letters and reading consonant-vowel-consonant words." An example of activities and tasks for students to practice to promote mastery is "Sound-Spelling Mapping (with and without chips)." The materials required include a "Student Workbook Set." The assessments include "formative assessments."

The *Grade 1 Assessment Overview* contains a list of assessments and what skills the lessons teach. For example, "Assessment 1" covers "Review of Kindergarten skills, and the Closed Syllable." According to the overview, this assessment covers the skills addressed in Lessons 1–7.

The *Teacher's Edition* includes comprehensive, structured, detailed lesson plans. For each lesson, the plans provide a script with questions to check for understanding, required materials, and learning objectives. For example, in Lesson 1, Day 1, the teacher checks for understanding of the phonological awareness skill of adding syllables at the beginning or ending of a word by asking the students to "Say

plane," "Add /air/ to the beginning," and say the new word that would make. There are not, however, questions that promote the use of language to meet language objectives.

1.3b – Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.

The *Overview of Lesson Plans* includes the teacher and student materials needed for each lesson. For example, in Lesson 1, the teacher needs the *Teacher's Edition* and presentation files. For the same lesson, the student needs the *Student Workbook* and "Manipulative Kit with Phonics Chips and Sound-Spelling Cards."

The *Teacher's Edition* includes timing allocations at the beginning of each lesson. For example, Lesson 1, Day 1, allocates two minutes for the "Phonological Awareness Warm-Up," three minutes for "Phonics," six minutes for "Writing," another two minutes for "Phonics," another six minutes for "Writing," and one minute for "Fluency."

1.3c – Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

The *Assessment Guide* includes "Decision Trees for Instructional Response" to "provide educators with clear, actionable guidance for interpreting results and implementing targeted instructional responses" for additional practice or extension with certain skills. The *Assessment Guide* provides "Strategies for Accelerated Learning" in fluency, comprehension, vocabulary, morphology, and writing as opportunities for extension.

The *Assessment Guide* also provides an "Observation Tracker" for independent practice in "Appendix A," so that teachers can track skills (such as sound-spelling mapping or passage reading) that require reinforcement.

"Appendix G" of the *Assessment Guide* is an example of a choice board for grade 1 that teachers can adapt as a "flexible learning tool that offers students various enrichment activities."

2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	The materials include a variety of instructional assessments at designated stages of learning progression. The materials include diagnostic and summative assessments at the unit level that vary in types of tasks, but not in types of questions. The materials include formative assessments at the lesson level that vary in types of tasks, but not in types of questions. The materials do not include summative assessments at the lesson level.	4/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	The formative and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. The diagnostic assessments are aligned to the objectives of the course, but not the TEKS	5/6
2.1e	All criteria for guidance met.	2/2
—	TOTAL	15/21

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.

The "Types of Assessments" section of the *Assessment Guide* outlines diagnostic assessments ("95 Phonemic Awareness Screener for Intervention" and "95 Phonics Screener for Intervention"), formative assessments (e.g., weekly spelling tests), and summative assessments at the end of each unit.

At the unit level, the diagnostic and summative assessments vary in types of task. For example, the grade 1, Unit 1, "Summative Assessment, Section A" requires students to complete the word using pictures. "Section B" requires students to sort the words based on the vowel sounds. Tasks in the "Screener for Intervention" include students reading single syllable and multisyllable words. The diagnostic and summative assessments at the unit level do not vary in types of questions.

At the lesson level, the formative assessments vary in types of task. For example, the *Teacher's Edition* includes weekly spelling tests and tasks teachers can use to check for understanding and monitor student progress. Tasks include having students complete dictation sentences on lined paper, complete writing word chains, or complete application tasks in their workbooks. The formative assessments at the

lesson level do not vary in types of questions. There are no summative assessments provided at the lesson level.

2.1b – Materials include the definition and intended purpose for the types of instructional assessments included.

The *Assessment Guide* provides definitions for different types of instructional assessments. For example, the "Formative Assessment" section describes formative assessments as flexible and informal ways to gather real-time data and monitor students' ongoing learning. The "Diagnostic Assessments" section defines diagnostic assessments as providing baseline data regarding a student's foundational knowledge or proficiency.

The *Assessment Guide* also states the intended purpose of different types of instructional assessments. The "Formative Assessment" section explains that the purpose is to help the teacher determine whether to reteach, practice, or extend the current lesson. The *Assessment Guide* states that the purpose of the "Phonemic Awareness Screener" is to "help teachers quickly identify phonemic awareness skill gaps and pinpoint precisely where to begin instruction." The purpose of the "Phonics Screener" is to "provide insight into a student's ability to read single-syllable and multisyllable words with specific phonics patterns."

2.1c – Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

The "Ensuring Consistency and Reliability" section of the *Assessment Guide* provides guidance and key practices to ensure teachers consistently and accurately administer the assessments. Key practices include assessment trainings, clear administration protocols, collaborative scoring, observation and feedback, and data verification. The *Assessment Guide's* "Assessment Administration" section offers a timeline for when the assessments should be administered throughout the school year, guidance for teachers on preparing to administer assessments, and grade-specific guidelines. For example, the grade 1 guidelines include this "Special Consideration:" "Pay particular attention to pacing during administration. First graders may vary significantly in their working speed. Ensure all students have sufficient time to complete each section before moving on."

Each assessment in *Unit Assessments* includes detailed "Teacher Directions," also available on the *One95* platform. "Teacher Directions" include a script to ensure educators accurately and consistently administer the assessments. For example, the grade 1, Unit 1, "Assessment Teacher Directions" script says, "Listen as I say the word for each picture. Now it's your turn. Remember, tap the letters and line while saying the sounds, then write the letter for the missing sound. If you forget the word for the picture, I will tell you."

2.1d – Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.

The "Diagnostic Assessment" section of the *Assessment Guide* details how the screeners align to the objectives of the course. For example, the *Assessment Guide* states that the "Phonemic Awareness Screener," "helps teachers quickly identify phonemic awareness skill gaps and pinpoint precisely where to begin instruction," and the "Phonics Screener," "provides insight into a student's ability to read single-syllable and multisyllable words with specific phonics patterns." The materials do not specify how the diagnostic assessments align to the TEKS.

The *Scope & Sequence Alignment to TEKS* outlines the TEKS and objectives applicable to each lesson along with how students can demonstrate their learning through formative assessments. For example, in Lesson 8, the "Formative Assessment" entails, "Students demonstrate understanding of the initial and final s-blend pattern in closed syllables by correctly identifying, reading, and writing pattern words in isolation and in passages." That corresponds with TEKS ELA.1.2.B.ii "Demonstrate and apply phonetic knowledge by: Decoding words with initial and final consonant blends, digraphs, and trigraphs," ELA.1.2.C.ii "Demonstrate and apply spelling knowledge by: Spelling words with initial and final consonant blends, digraphs, and trigraphs," and the lesson objective "Initial/Final s-blends."

Each assessment in *Unit Assessments* includes detailed "Teacher Directions," also available on the *One95* platform. The "Teacher Directions" list the relevant TEKS and objectives for each section of the assessment in correlation with the unit. For example, Section A of the grade 1, Unit 1, "Assessment Teacher Directions" corresponds with the objective "Word Completion with Pictures" and the TEKS 1.2.A.vii and 1.2.C.i.

2.1e – Instructional assessments include TEKS-aligned items at varying levels of complexity.

Each assessment in *Unit Assessments* includes TEKS-aligned items at more than two levels of text complexity. For example, the grade 1, Unit 1, "Assessment" requires students to fill in missing sounds in words, sort words, read words, write sentences, and write answers to comprehension questions.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	All criteria for guidance met.	2/2
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
—	TOTAL	5/5

2.2a – Instructional assessments and scoring information provide guidance for interpreting student performance.

The *Assessment Guide* includes a section titled "Decision Trees For Instructional Responses" that provides guidance for interpreting student performance on assessments. The "Decision Trees" provide steps for analyzing individual student performance on predetermined critical drivers, class-wide performance data, and the need for additional assessment. For example, the "Individual Student Decision Tree" begins with "Step 1: Evaluate Proficiency on Critical Drivers" and the guiding question "Is the student proficient (80%+) on the Word Sort and Sound-Spelling Mapping?" How the teacher responds to each step determines what they do next: if they answer "no" to Step 1, the scoring information guides them to "Implement Tier 1 small-group instruction focused on the specific phonics patterns where the student demonstrated difficulty."

The Unit Assessments include scoring rubrics with exemplars for each section of the assessment. For example, the grade 1, Unit 1, "Teacher Directions" gives teachers examples on how many points to award depending on the answer a student gives.

2.2b – Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.

The *Assessment Guide* includes a section, "Responding Effectively," that outlines tasks and activities to respond to how students perform on assessments, such as "Differentiated Tier 1 Small Groups" with steps for implementation and resources. For example, the section guides teachers to utilize "'Small-Group Reteach Templates" for critical drivers such as letter-sound correspondence, phonics, and fluency.

The *Assessment Guide* also includes a section, "Critical Drivers," that guides teachers to prioritize "key components that align with the unit's primary objectives." The section includes a table with recommendations by grade level and time of year. For example, the table recommends that grade 1 prioritizes "Word Completion," "Word Sort," and "Sound-Spelling Mapping" at the beginning of the year (Units 1–2). These examples demonstrate that the materials provide clear, actionable guidance aligned to student performance trends.

2.2c – Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.

The *Assessment Guide* includes an "Observation Tracker for Independent Practice" for grades 1–3. The tracker allows a teacher to track student progress and growth at the teacher's discretion on "Encoding Application" and "Decoding Application." There is also a section to make notes and set goals for each student.

The *Assessment Guide* also includes a "Student Learning Log." Students use the log weekly to record scores on tests, reflect on learning, and set goals.

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

Guidance marked with a (T) refers to teacher-facing components. Guidance with an (S) refers to student-facing components.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	All criteria for guidance met.	3/3
3.1b	All criteria for guidance met.	2/2
3.1c	All criteria for guidance met.	2/2
—	TOTAL	7/7

3.1a – Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

The *Assessment Guide* and *Teacher's Guide* offer clear guidance for Tier 1 small group instruction targeting students who have not yet reached proficiency. For example, "Appendix D" provides a reteach template that uses explicit instruction and gradual release ("I Do, We Do, You Do") to build decoding skills using two to three words from current or previous lessons. Teachers are also encouraged to preview the *Scope & Sequence* to anticipate skills or high-frequency words that may need additional support.

The "Grade 1 Lesson Overviews" include daily scaffolded activities such as additional "We Do" practice, articulation modeling, and Sound-Spelling Mapping with or without chips. For example, in Lesson 8, Days 1–5, students identify, read, and write s-blend words in isolation and connected text. "Appendix D" in the *Assessment Guide* also recommends decoding tasks like practicing selected phonics words from the lesson in small groups.

The program includes companion lessons (e.g., Lesson 29a and 29b) that directly extend core instruction. For example, Lesson 29a focuses on trigraph *tch* and digraph *ch*, while 29b reinforces the same concepts in connected text. In the *Teacher's Edition*, tips such as "transfer of text" (e.g., previewing underlined words before reading the passage) provide embedded scaffolding to help students transition from isolated practice to fluent application in context.

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)

The "PLUSS Framework Template Guide" in "Appendix E" of *Language in Literacy* provides support strategies for unfamiliar academic vocabulary and lesson component vocabulary, such as using visuals

and graphic organizers, realia, and the "Total Physical Response" strategy. "Appendix E" includes a grade 1 sample of "PCP Planning" using the "PLUSS Framework," in which the teacher plans to incorporate pictures provided in the *Teacher's Edition* and *Presentation File* to support students' understanding of unfamiliar vocabulary like *pal*, *nut* (multiple-meaning word), *tub*, *pup*, *web*, *log*, *jug*, *mud*, *guts*, *bun*, *under*, *down* (prepositions), *yellow*, and *brown* (color words).

The *Teacher's Edition* also uses embedded supports such as hand gestures to help students understand unfamiliar academic vocabulary. For example, the teacher uses a closed fist to introduce and reinforce "Closed Syllables" with the students.

The *Teacher's Edition* and *Language in Literacy* also include background knowledge and questioning to support students' understanding of unfamiliar references in text. For example, to support students' understanding of a reference to yams in a decodable text, the *Teacher's Edition* provides a script to put yams in the context of cooking by asking students, "Have you ever tasted yams?" The grade 1 sample of "PCP Planning" using the "PLUSS Framework" accounts for priming background knowledge in Lesson 6 by utilizing "Intro to passages Day 1."

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.

The *Assessment Guide* includes clear guidance for identifying students who are ready for differentiated instruction—such as those demonstrating 90 percent or above accuracy on key concepts, automatic decoding, strong spelling performance, and independent phonics application. The *Assessment Guide* encourages teachers to adjust instruction accordingly and use advanced fluency tasks and continuous progress monitoring to support accelerated learning pathways for proficient students.

The program offers a variety of enrichment activities appropriate for grade 1, including choice boards ("Appendix G"), partner reading with fluency checks, vocabulary games, and creative tasks such as writing and answering interview questions as a character. These activities are designed to extend phonics, vocabulary, and comprehension skills and be integrated into the first 15–20 minutes of Tier 1 instruction or independent work time.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	4/4
3.2b	All criteria for guidance met.	2/2
3.2c	All criteria for guidance met.	3/3
—	TOTAL	9/9

3.2a – Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.

The *Teacher's Edition* includes scripted prompts in black print to guide teachers in explicitly modeling phonics concepts. For example, a "Phonics Pattern" lesson prompts teachers to say, "The gesture for the closed syllable is a closed fist. Practice the gesture with me." Another lesson on Sound-Spelling Mapping guides the teacher to say, "Watch me write the letter or letters that represent each sound."

Teacher scripts include detailed explanations for phonics concepts. For example, when introducing digraphs, teachers are prompted to say, "The letters 'ch' together make one sound." In a "short i" pattern lesson, the teacher is guided through a step-by-step verbal explanation such as: "I find the vowel letter and touch under it. There is a single letter i followed by one consonant... The vowel sound is /ĭ/."

The *Teacher's Edition* provides modeling guidance using clear, step-by-step instructions and gestures. For example, when sorting words with the "short o" pattern, teachers are instructed to model: "I find the vowel and touch it. There is a single 'o' followed by one consonant... The gesture is 'closed.'"

The materials offer visual and verbal scaffolds to support teacher explanations. For example, in a lesson on the "short i" pattern, teachers are prompted to display a visual of the word bit alongside the corresponding syllable gesture, helping students connect the visual cue to the concept being taught.

3.2b – Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.

The *Teacher's Edition* supports effective lesson delivery through a variety of instructional approaches, including modeling, guided practice, and independent writing. For example, in the "Phonics Pattern" section, the teacher guides students to orally review closed syllable words, followed by practice reading the words, and then writing them. In the "Fluency: High-Frequency Word" section, teachers time students for one minute and have them circle the last word read, integrating fluency monitoring with practice.

The program incorporates more than two instructional strategies across lessons, such as direct instruction, partner sharing, choral reading, and small-group differentiation. In a lesson on the "long a silent e" syllable pattern, the teacher begins with modeling ("Watch the steps I use"), transitions to guided

sorting of words, and encourages students to complete the task collaboratively. Other instructional techniques include prompting students to share a sentence with a partner and choral reading closed and long vowel pattern words. The *Assessment Guide* provides further recommendations for small group implementation, including group formation, delivery, and progress monitoring—ensuring multiple strategies are embedded within Tier 1 instruction.

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.

The materials support multiple (more than two) types of student practice, including guided, independent, and collaborative learning. For example, in the "Fluency: High Frequency Word" section, students first chorally read the words aloud with the teacher, then whisper read the words independently, and finally apply the skill by identifying the words in context within sentences. Similarly, in the "Phonics Pattern" section, students engage in oral review, read target words, and then apply the pattern through writing practice.

The materials include clear guidance for teachers to support effective implementation. The *Teacher's Guide* outlines the "Gradual Release Structure" ("I Do, We Do, You Do") and provides step-by-step routines and prompts for instruction, such as modeling vowel sound identification, applying gestures for syllable types, and decoding words. The *Assessment Guide* supplements with instructional scripts for Sound-Spelling Mapping and small group routines.

The materials include recommended instructional structures such as whole group, small group, and individual learning. The *Assessment Guide* provides detailed routines for small group instruction, including scripted prompts like "How many vowel letters?" and "What is the syllable type and gesture?" The *Unit Implementation Guide* further supports teachers with daily lesson organization and materials management, indicating when to implement each instructional format.

3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	The materials do not include teacher guidance on providing linguistic accommodations for various levels of language proficiency (as defined by the ELPS, which are designed to engage students in using increasingly academic language.	0/2
3.3b	The materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	0/1
3.3c	All criteria for guidance met.	8/8
3.3d	This guidance is not applicable to the program.	N/A
—	TOTAL	8/11

3.3a – Materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by the English Language Proficiency Standards (ELPS)], which are designed to engage students in using increasingly more academic language.

The materials include limited general supports for English language learners, but do not address increasingly more academic language at even one level of language proficiency. *Language in Literacy* provides instructional strategies and scaffolds, such as suggestions for modifying lessons or providing visual support. However, these strategies are generic and are not differentiated by proficiency level. For example, while the guide includes helpful tips for classroom application, it does not offer explicit, tiered accommodations aligned to the ELPS for beginning, intermediate, or advanced learners.

The materials do not support increasingly more academic language across an additional proficiency level. Although documents like *Cross-Linguistic Connections* and *Language in Literacy* aim to support emergent bilingual (EB) students, they are not embedded into daily lesson routines and do not vary instruction across the stages of language acquisition. The *Teacher's Edition* includes instructional notes and general tips, but these do not reflect systematic planning for progression through multiple ELPS levels. Without clear, leveled scaffolds, or routinely embedded supports, the materials do not meet expectations for differentiated language support.

3.3b – Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

The materials lack implementation guidance to support teachers in effectively using the materials in state-approved bilingual or ESL programs. While the *95 Phonics Core Program* includes *Language in Literacy* and *Cross-Linguistic Connections*, these tools offer general instructional practices and comparative language tips rather than program-specific implementation strategies. For example, "Appendix F" in the *Assessment Guide* suggests generic scaffolds like using visuals and cognates, but does not align with the expectations or structures of state-approved bilingual/ESL models such as dual language or ESL content-based instruction. The materials do not offer explicit guidance for adapting lessons within these models or for differentiating based on student language proficiency levels. Without this alignment, the materials reflect a one-size-fits-all approach that lacks the depth and specificity needed to support teachers working in Texas-approved bilingual or ESL classrooms.

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.

"Appendix C: Support for Elevating Oracy" of *Language in Literacy* provides teachers with strategies such as displaying visuals, using complete sentences, and requiring students to use words in context. These strategies are supported with examples to model effective teacher talk. In addition, the *Teacher's Edition* includes oral discussion prompts following decodable stories (e.g., "What did the friends find in the pit?"), which help students process and comprehend texts orally. Students are also prompted to use new words in oral sentences with partners to reinforce vocabulary.

"Appendix D" of *Language in Literacy* and *Cross-Linguistic Connections* guide teachers in comparing English phonology with student's home languages. For example, the materials provide support for teachers in explaining that in Spanish, the /g/ sound does not occur at the end of words, or that the English *h* is silent, unlike in Spanish. These teacher-facing notes and examples allow students to orally identify language similarities and differences during phonics instruction.

In grade 1, students frequently write letters, words, and sentences in connection to phonics instruction. For example, when practicing the letter *f*, the teacher shows a picture of a fish and says, "Say the word. Say the first sound. Repeat the sound as you write the letter." This process builds word recognition and reinforces vocabulary in writing. The *Implementation Guide* also encourages partner choral reading followed by independent reading, helping students internalize word meanings and sentence structure through both oral and written engagement.

Cross-Linguistic Connections provides examples such as how the /k/ sound in Spanish can be represented with *que*, *qui*, or *k*, while in English it is typically spelled *c* or *k*. Teachers can use this guidance to help students compare and write spelling patterns in both languages, reinforcing phonics skills while respecting linguistic backgrounds.

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.

This guidance is not applicable because the program is not designed for dual language immersion (DLI) programs.

4. Phonics Rule Compliance

Materials comply with state requirements for explicit (direct) and systematic phonics instruction.

4.1 Explicit (Direct) and Systematic Phonics Instruction

19 TAC §74.2001(b)(1)(C) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	All criteria for guidance met.	4/4
—	TOTAL	6/6

4.1a – Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills.

The *Scope & Sequence* demonstrates how the objectives follow a structured phonics progression. The progression begins with a review of kindergarten skills (including letters/sounds and blending). It progresses to include short vowel CVC words, consonant blends, consonant digraphs, and long vowel "silent e" words. The progression ends with an introduction to grade 2 skills.

The *Teacher's Edition* demonstrates a systematic progression of phonics skills. This lesson progression begins with a review of phonological awareness skills, then moves into a previously taught phonics skill (application through decoding words in isolation), then Sound-Spelling Mapping words with the same phonics skill, and finally applying decoding skills by reading that phonics pattern in connected, decodable text. Each new skill builds on previously taught content, ensuring a cumulative approach to phonics instruction.

4.1b – Materials include explicit (direct) and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts.

The *Teacher's Edition* provides whole-group lessons with explicit instruction of phonics skills. For example, a teacher might model how to spell words using knowledge of taught letter-sound correspondences using a script that demonstrates how to "Finger-Stretch" a word and isolate each sound (e.g., *beef* → /b/ /ē/ /f/). Students then write the letters that represent each sound, and continue practicing in their *Student Workbook*.

The *Teacher's Edition* also includes lessons that provide teacher-led instruction and practice opportunities for phonics skills through connected, decodable texts. The scripts include teacher guidance on locating and decoding a focus phonics skill in connected text (e.g., words with s-blends), and then giving students

the opportunity to practice reading the stories on their own. After reading, the teacher checks in with a comprehension question.

4.2 Daily Instructional Sequence and Routines

19 TAC §74.2001(b)(1)(D) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	3/3
4.2c	Daily lessons include a variety of opportunities for students to practice phonics skills through independent practice, but do not include opportunities for students to practice through collaborative learning.	2/4
—	TOTAL	6/8

4.2a – Daily lessons include explicit (direct) phonics instruction with teacher modeling.

The *Teacher's Edition* provides daily lessons that include direct whole-group phonics instruction with teacher modeling. Each time a new phonics pattern is introduced, the teacher uses scripted modeling to explain the pattern, how it is pronounced, and how to decode words using knowledge of the phonics pattern (e.g., "Today we are learning to read and spell closed syllable words with the initial r-blend. When there are two consonants side by side before the vowel and one is the letter r, it is an initial r-blend. Each consonant in a blend is pronounced," followed by a model of how to decode the word *drip*). These modeling routines follow a consistent, daily sequence across the curriculum.

4.2b – Daily lessons include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback.

The *Teacher's Edition* includes guidance for corrective and immediate feedback with specific phrasing. The teacher script for the key objective is coded in red font, and teacher modeling is coded in black and bolded font with expected student responses in blue. The *Teacher's Edition* also includes a model of any manipulatives on the side of the text for the teacher to reference during instruction. For example, one lesson includes the teacher script and expected student responses for Sound-Spelling Mapping the word *toe*:

"Which letter spells the /t/ sound? t

Which box? first

Is the /ō/ in the beginning, middle, or end? end

Since the /ō/ sound is at the end, which letter or letters spell the /ō/ sound? o-e

Where do I write them? in the second box

Syllable type? vowel team

Sounds? /t/ /ō/

Word? toe."

4.2c – Daily lessons include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice.

The *Teacher's Edition* includes daily lessons with a variety of opportunities for students to practice phonics skills through independent practice. For example, students might independently use "Phonics Chips" and "Elkonin Boxes" to map the sounds in "short *a*" words after watching the teacher model. Next, students practice independently encoding "short *a*" words in their *Student Workbook*. Finally, students independently whisper read a decodable, connected text with "short *a*" words.

Daily lessons in the *Teacher's Edition* do not include opportunities for collaborative practice of daily phonics skills. While the Gradual Release Model ("I Do, We Do, You Do") is utilized throughout the lessons, the "We Do" component is done whole group, instead of in small groups, pairs, or groups of three for collaborative practice. Although the "We Do" phase is implemented in whole group instruction, no opportunities for paired or small group collaborative practice are evident.

4.3 Ongoing Practice Opportunities

19 TAC §74.2001(b)(1)(E) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.3a	All criteria for guidance met.	2/2
4.3b	All criteria for guidance met.	1/1
4.3c	All criteria for guidance met.	1/1
4.3d	All criteria for guidance met.	2/2
—	TOTAL	6/6

4.3a – Materials include intentional cumulative phonics review and practice activities throughout the curriculum.

The *Teacher's Edition* includes regular review lessons within the units to review and practice previously taught skills. For example, the materials introduce the digraphs *ch*, *sh*, *th*, and *wh* in Lessons 12–13. Lesson 15 reviews those digraphs and gives students the opportunity to read and write words with digraphs along with previously taught phonics skills (such as writing the word *tenth* or reading the word *path*).

4.3b – Practice opportunities include only phonics skills that have been explicitly taught.

The *Teacher's Edition* includes lessons in which students apply the focus skill for the lesson (or skills from previous lessons in the materials) during guided practice. For example, in Lesson 2, Day 1, students are taught about the different short sounds that the letter *a* makes ("short *a*" and "nasal *a*"). In Lesson 2, Day 2, students review "short *a*" and practice reading words with the "short *a*" sound. In Lesson 2, Days 3–5, students continue reviewing and practicing the phonics pattern (such as reading the words *ham* and *yam* in decodable, connected text along with previously taught phonics skills).

4.3c – Decodable texts incorporate cumulative practice of taught phonics skills.

The *Teacher's Edition* and *Student Workbook* provide instruction with decodable, connected texts. These decodable texts include words that use only previously taught letter-sound correspondences and high-frequency words. For example, the decodable text "The Tip for a Big Hit" used in Lesson 3 focuses on "short *i*" CVC words (the focus of instruction for the corresponding lesson) along with previously taught phonics skills and high-frequency words such as *they*, *like*, and *want*.

4.3d – Lessons include an instructional focus with opportunities for practice in isolation and decodable, connected text.

The *Teacher's Edition* and *Student Workbook* provide instruction with decodable, connected texts. These decodable texts include words that use only previously taught letter-sound correspondences and high-frequency words. For example, the decodable text "The Tip for a Big Hit" used in Lesson 3 focuses on "short i" CVC words (the focus of instruction for the corresponding lesson) along with previously taught phonics skills and high-frequency words such as *they*, *like*, and *want*.

4.4 Assessments

19 TAC §74.2001(b)(1)(F) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.4a	All criteria for guidance met.	2/2
4.4b	All criteria for guidance met.	2/2
4.4c	All criteria for guidance met.	1/1
—	TOTAL	5/5

4.4a – Materials include a variety of assessment tools that are developmentally appropriate.

The *Unit Assessments* are summative assessments that are developmentally appropriate and progress from simpler to more complex tasks throughout the course. For example, the grade 1, Unit 1, "Summative Assessment" requires students to spell CVC words in the "Sound-Spelling Mapping" section. In comparison, the Unit 3, "Summative Assessment" assesses the more complex skill of spelling words with blends, digraphs, and the "silent e" pattern.

The *Teacher's Edition* includes a variety of formative assessments that are developmentally appropriate and progress from simpler to more complex tasks throughout the course. For example, the Lesson 1, Day 1, "Phonological Awareness" task assesses students in adding syllables, while the Lesson 21, Day 1, "Phonological Awareness" task assesses the more complex phonological awareness skill of adding phonemes.

4.4b – Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

The *Assessment Guide* includes an "Observation Tracker for Independent Practice." In grade 1, the Observation Tracker supports teachers in systematically and accurately measuring students' acquisition of grade-level phonics skills by checking phonemic awareness, letter-sound connections, decoding, and encoding.

The *Assessment Guide* also suggests using weekly spelling tests to monitor students' acquisition of that week's phonics pattern. For example, in Volume 1 of the *Teacher's Edition*, Lesson 2, Day 5, offers a spelling test on words with the "short vowel a" spelling pattern.

4.4c – Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

The *Scope & Sequence* provides a timeline for assessments at the end of each unit. In grade 1, students will review grade K skills at the beginning of the year, and then take five assessments after Units 7, 15, 21, 26, and 30.

The *Teacher's Edition* also embeds formative assessment opportunities during daily or weekly instruction to determine if students are making adequate progress with the provided instruction. For example, students in grade 1 use the *Student Workbook* in Lesson 2, Day 1, and independently practice spelling by listening for missing sounds.

4.5 Progress Monitoring and Student Support

19 TAC §74.2001(b)(1)(G) / Texas Reading Academies: Module 2E – The Science of Reading

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.5a	All criteria for guidance met.	1/1
4.5b	The materials do not include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	0/2
4.5c	All criteria for guidance met.	2/2
4.5d	All criteria for guidance met.	1/1
—	TOTAL	4/6

4.5a – Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.

The *Assessment Guide* includes an "Observation Tracker for Independent Practice" for grades 1–3 for teachers to use as a data-management tool to track individual student progress. For example, the tracker allows teachers to track progress in encoding and decoding skills.

Fluency Practice includes a "Teacher Fluency Tracking Chart (K–1)" that allows teachers to monitor student progress in fluency passages for students in grades K–1.

4.5b – Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.

The materials do not include a data-management tool for documenting whole-class student data regarding progress on taught phonological awareness and phonics skills. The "Responding Effectively" section of the *Assessment Guide*, includes the benefits of implementing differentiated Tier 1 small-group instruction as a way of responding to trends in student performance, and lists steps for implementation. The suggested grades 1–3 small group activities include: a phonemic awareness warm-up, a letter-sound drill, decoding (reading) practice, encoding (spelling) practice, application, and a closing question. However, there are no reports by skill, the TEKS, or student that analyze needs or patterns.

The *Assessment Guide* does not provide teachers with a tool for tracking whole-class progress, but does explain how a teacher might use one. The "Whole-Class Decision Tree for Instructional Response" graphic guides teachers to analyze class-wide performance data by assessing overall proficiency, evaluating "Critical Drivers," and targeting specific skill gaps.

4.5c – Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.

The *Assessment Guide* recommends "more frequent progress monitoring (e.g., end of a 3-week cycle)" for students in "Tier 2: Strategic Intervention" who "consistently score below 80% on unit assessments despite strong core instruction," and weekly progress monitoring for students in "Tier 3: Intensive Intervention" who "show minimal response to Tier 2 interventions" and may require more support.

Fluency Practice includes the section "How Often Should I Progress Monitor?," which advises that "the frequency at which a student is monitored should be in proportion with the teacher's level of concern for the student" and gives the example of progress monitoring a student who is "reading 6–12 months below grade level" once or twice a month.

4.5d – Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

The *Assessment Guide* includes a "Strategies for Accelerating Learning" chart with enrichment activities to motivate proficient readers and develop their literacy skills. For example, if a student is scoring 90 percent accuracy in critical drivers, showing consistent automaticity in decoding, strong performance on two weekly spelling tests consecutively, and showing independent application of phonics skills based on progress monitoring, he or she should be provided with enrichment opportunities such as setting personalized goals to increase fluency.

5. Foundational Skills

Materials include guidance for explicit (direct) and systematic instruction in foundational skills, instructional routines, student practice, and cumulative review.

5.B Oral Language

5.B.1 Oral Language Development

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 5E – Oral Language

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.B.1a	The materials do not include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice).	0/8
5.B.1b	The materials include opportunities for students to engage in academic communication for different purposes and audiences. The materials do not include opportunities for students to engage in social communication for different purposes and audiences.	2/4
5.B.1c	The materials include authentic opportunities for students to listen actively, engage in discussion to understand information, and share information and ideas. The materials do not include authentic opportunities for students to ask questions.	3/4
—	TOTAL	5/16

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)

The materials do not include explicit or systematic instructional guidance on developing oral language and oracy. The *Teacher's Edition* includes discussion prompts such as, "Do you like to play tag with your friends?" when introducing the decodable text "The Bat, Cap, and Cat." The prompts do not include systematic and explicit guidance for how the teacher should use the prompts to build oral language development and oracy.

5.B.1b – Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)

The *Teacher's Edition* includes academic tasks in which the teacher prompts students to use academic vocabulary and respond to text-based questions. For example, the teacher asks, "How do people dance to jazz?" to assess comprehension after reading the connected decodable text "The Buzz of the Sax in Jazz." The materials might also prompt the teacher to ask students to orally process newly taught

academic vocabulary, such as by asking, "What do you notice that is special about contractions?" and having students share with the class.

The materials lack opportunities for social communication that encourage strategic communication skills.

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)

The *Teacher's Edition* includes authentic oral language tasks where students are expected to listen, discuss, and share information and ideas in order to better understand the learning objective. The lessons are structured based on the Gradual Release Model ("I Do, We Do, You Do"), and the "We Do" component of each lesson "engages visual, auditory, and kinesthetic senses." For example, in Lesson 8, Day 2, the students actively listen in order to practice phoneme addition, discuss the difference between initial and final blends, and share out segmented syllables in a series of words.

The *Teacher's Edition* does not include opportunities for students to ask questions within the lessons.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E- Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	All criteria for guidance met.	4/4
5.C.2b	The materials include teacher guidance to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors. The materials do not include the same for common misconceptions.	1/2
5.C.2c	All criteria for guidance met.	6/6
—	TOTAL	11/12

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)

The *Teacher's Edition* provides explicit instruction on introducing letter-sound relationships for students to decode and encode. For example, the teacher models how to read the word *man* by pointing to the vowel, saying the number of vowels, discerning if the vowel is followed by one or more consonants, saying the syllable type and showing the gesture, saying the vowel sound, and reading the word. The teacher then guides the students through these same steps to read the word *ham* as a class. The teacher also uses the Gradual Release Model to explicitly teach application to encoding: "Watch me, my turn. The first word is van. First, I finger-stretch and say the sounds. I put my hand in a fist and, starting with my thumb, I "stretch" one finger for each sound. /v/ /ă/ /n/ There are 3 sounds. I need 3 boxes for the 3 sounds. I place a dot in the bottom right corner of each box as I say the sounds. /v/ /ă/ /n/ Now, I move chips into the boxes to represent the sounds. Blue chips represent consonant sounds, and the red chip represents short vowel sounds.... Now, watch me write the letters that represent each sound."

The *Scope & Sequence* outlines how the materials systematically teach short vowels before introducing long vowels in decoding and encoding. Lesson 1 is a review of the letters and sounds learned in kindergarten. Lessons 2–6 review the short vowel sounds. The remaining lessons build in complexity from initial blends to unpredictable vowel teams, ending with an introduction to simple, closed-closed multisyllable words. The *Teacher's Edition* includes opportunities for students to decode words like *span* and encode words like *just* in Lesson 8. Lesson 24 includes the decoding and encoding of simple, closed-closed multisyllable words, such as *basket* and *sunset*.

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

The *Teacher's Guide* includes "Appendix D: Corrective Feedback for Positive Achievement." This guide supports teachers in "delivering consistent and immediate corrective feedback" on common errors with sound identification, letter-sound correspondence, word reading, word sorting, and word writing using a script to support students in connecting phonemes to letters within words. For example, the corrective feedback for one-syllable word reading is "Let's read the word together. Touch the vowel letter. Syllable type and gesture? Say the vowel sound with me—/ /. (Say the vowel sound with the student.) Word? (Read the word with the student.)"

The materials do not provide teacher guidance for recommended explanatory feedback based on misconceptions, but the *Teacher's Edition* does provide notes for the teacher, such as "The words of and for are not considered pattern words because these words do not have the short o vowel sound. The word of is considered a heart word due to the unexpected spelling for the vowel pronunciation. The word for is a vowel-r syllable because the vowel is affected by the consonant r." While this may address errors in reading the words *of* and *for*, it does not provide adequate explanatory feedback around the misconception.

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

The *Teacher's Edition* provides opportunities for students to develop, practice, and reinforce applying letter-sound correspondence to decoding one-syllable words in isolation. For example, the teacher develops this skill by explicitly modeling the process for decoding a simple one-syllable word in isolation: "The first word is man. I pretend to touch the vowel letter to check for the pattern (point to vowel letter a in man). How many vowel letters? 1 How many consonants are after the vowel? 1 Syllable type and gesture? closed The consonant letter n closes in the short vowel a. Vowel sound? The short a is followed by a letter n, so this will make the nasal a sound /ăn/. Word? man." The teacher then facilitates practice with the skill by having students apply the same process to decode words such as *nap*, *dad*, and *mat*. Opportunities for reinforcement through cumulative review come when the students are reading pattern words and have the opportunity to decode words with the newly taught "short i" phonics pattern in addition to words with the previously taught "short a" pattern.

The *Teacher's Edition* provides opportunities for students to develop, practice, and reinforce applying letter-sound correspondence to decoding one-syllable words in decodable connected text. For example, the teacher develops the skill of decoding words within connected text by guiding students to read the

underlined pattern words within the passage. The teacher facilitates practice with this skill by having students whisper read the underlined words and then the passage as a whole. Opportunities for reinforcement through cumulative review come as the students read later passages with both newly taught phonics patterns as well as previously taught phonics patterns, such as the words *nab* and *yam* within the text "Big Rigs" which focuses on the "short *i*" sound.

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–2)

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 6E – Phonological Awareness

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.1a	All criteria for guidance met.	2/2
5.D.1b	All criteria for guidance met.	2/2
5.D.1c	All criteria for guidance met.	4/4
—	TOTAL	8/8

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)

The *Scope & Sequence Alignment to TEKS* shows that the phonological awareness instruction begins with larger, simpler units of sound and gradually moves toward smaller, more complex units of sound in accordance with the grade 1 TEKS. The phonological awareness activities (included in the daily "Phonological Awareness Warm-Up" and "Phonological Awareness Wrap-Up" sections of each lesson) begin with segmenting spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends (1.2.A.vii), and distinguishing between long and short vowel sounds in one-syllable words (1.2.A.iii) in Unit 1. The activities gradually move toward recognizing the change in spoken word when a specified phoneme is added, changed, or removed (1.2.A.iv), and manipulating phonemes within base words (1.2.A.vi) in the final unit. In the *Teacher's Edition*, for example, Lesson 1, Day 1, engages students in blending the syllables *cow* and *boy* to say the word *cowboy*. Lesson 30, Day 2 engages students in substituting phonemes, such as changing /ă/ to /ī/ to go from *sat* to *sit*.

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)

The *Teacher's Guide* includes "Appendix D: Corrective Feedback for Positive Achievement." This provides corrective feedback based on errors for sound identification, sound articulation, and general phonological awareness. For example: "1. Stop and identify the error (e.g., when combining two words to make a compound word, a student says shoehorse instead of horseshoe). 2. Explain the mistake (e.g., you combined the words, but you mixed up the order). 3. Provide a strategy or scaffold (e.g., use actions,

a mat with chips, or picture/word cards to demonstrate the word that was incorrect). 4. Practice using the strategy or scaffold 3–4 times with different words. 5. Remove the scaffold when appropriate (e.g., continue practicing the skill orally)."

The *Teacher's Edition* includes directions for teachers to provide feedback based on common misconceptions. For example, "The important insight for students in the blend lessons is that each consonant letter in the blend represents a separate sound. The term 'blend' can be confusing to students; it implies that the sound is a blended sound when in fact each letter maintains its own sound."

5.D.1c – Materials include a variety of activities and/or 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 *Teacher's Edition* provides opportunities for students to develop, practice, and reinforce phonological awareness skills during the "Phonological Awareness Warm-Up" and "Phonological Awareness Wrap-Up" portions of lessons through memory building strategies such as hand gestures and colored chips representing sounds. For example, students develop phonological awareness skills in Lesson 1, Day 1, "Phonological Awareness Warm-Up," when the teacher models blending two words together to make one word, *cowboy*, using hand gestures. The students then practice as a class (*airplane*) following the same procedure. Finally, students reinforce phonological awareness skills by applying the same procedure to combine word parts during the "Phonological Awareness Wrap-Up" later that day, blending words such as *softball* and *inchworm*.

5.D.2 Phonemic Awareness (K–2)

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 6E – Phonological Awareness

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.2a	The materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying and segmenting phonemes, and gradually transitions to more complex manipulation practices, such as adding, deleting, and substituting phonemes. The materials do not include a sequence that begins with blending phonemes and gradually transitions to manipulation.	2/3
5.D.2b	All criteria for guidance met.	2/2
5.D.2c	All criteria for guidance met.	2/2
5.D.2d	All criteria for guidance met.	3/3
—	TOTAL	9/10

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)

The *Scope & Sequence* shows that the phonological awareness instruction begins with segmenting phonemes in Lessons 2–7 and gradually transitions to more complex manipulation practices, such as adding phonemes in Lessons 8–11 and deleting and substituting phonemes by Lessons 12–15. In the *Teacher's Edition*, for example, Lesson 6, Day 1, engages students in segmenting phonemes in words such as *hop* and *red*. Then Lesson 8, Day 1, engages students in adding phonemes, such as adding /b/ to *last* to make *blast*. Next, Lesson 9, Day 1, engages students in deleting phonemes, such as deleting /t/ from *ant* to make *an*. Lesson 12, Day 4, engages students in substituting phonemes, such as changing /b/ in *bad* to /m/ to make *mad*.

The materials do not demonstrate a sequence that begins with blending and gradually transitions to manipulation.

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)

The *Teacher's Guide* includes "Appendix D: Corrective Feedback for Positive Achievement." This provides corrective feedback based on errors for sound identification, sound articulation, and general phonological awareness. For example, "1. Stop and identify the error (e.g., when combining two words to make a compound word, a student says shoehorse instead of horseshoe). 2. Explain the mistake (e.g.,

you combined the words, but you mixed up the order). 3. Provide a strategy or scaffold (e.g., use actions, a mat with chips, or picture/word cards to demonstrate the word that was incorrect). 4. Practice using the strategy or scaffold (e.g., have the student use the provided strategy or scaffold 3–4 times with different words). 5. Remove the scaffold when appropriate (e.g., continue practicing the skill orally)." This feedback could be given to students based on common errors with phonemic awareness skills.

The *Teacher's Edition* includes directions for teachers to provide feedback based on common misconceptions regarding phonemic awareness. For example, there is a note for teachers regarding misconceptions on stop sounds: "When reading the word slowly, do not stop between the sounds to the extent possible. This is harder when there are stop sounds (i.e., /p/ and /d/) at the beginning of the word."

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)

The *Teacher's Edition* includes scripted guidance systematically embedded across lessons to support students in connecting phonemic awareness skills to decoding and encoding. For example, in Lesson 12, Day 1, the teacher leads students in spelling and reading the word *hush* by first segmenting the phonemes and then connecting each phoneme to the alphabetic principle before blending to read: "The word is hush. First, I finger-stretch and say the sounds: /h/ /ŭ/ /sh/—3 sounds. I need 3 boxes. I tap and place a dot in the bottom right corner for each sound I hear: /h/ /ŭ/ /sh/. Now, I write the letters that represent each sound. Letter h in the first box. Letter u in the second box. Letters s and h in the third box. Remember, the consonant digraph sh only gets 1 box because it makes 1 sound, /sh/. Syllable type? closed Sounds? /h/ /ŭ/ /sh/ Word? hush."

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

The *Teacher's Edition* provides opportunities for students to develop, practice, and reinforce phonemic awareness skills during the "Phonological Awareness Warm-Up" and "Phonological Awareness Wrap-Up" portions of lessons. For example, students develop phonemic awareness skills in Lesson 6, Day 1, "Phonological Awareness Warm-Up" when the teacher models segmenting phonemes in the word *sit*. The students then practice two words as a class (*hop* and *red*) following the same procedure. Finally, students reinforce phonemic awareness skills by applying the same procedure to segment phonemes during the "Phonological Awareness Warm-Up" the following day.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.1a	All criteria for guidance met.	1/1
5.E.1b	All criteria for guidance met.	1/1
5.E.1c	All criteria for guidance met.	3/3
5.E.1d	All criteria for guidance met.	4/4
—	TOTAL	9/9

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

The *Scope & Sequence Alignment to TEKS* shows a systematic sequence for introducing grade-level sound-spelling patterns in accordance with the grade 1 TEKS. The sound-spelling patterns grow in complexity as the program progresses. For example, the lessons begin with learning vowel-consonant-e (VCe) syllables in Lesson 17 before learning vowel digraphs in Lesson 26.

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

The *Teacher's Edition* includes embedded teacher guidance through lesson scripts that provide explicit instruction for grade-level sound-spelling patterns. For example, on Lesson 3, Day 1, the teacher script states, "Today we are learning to read and spell words with the short i pattern. The vowel letter i represents the /i/ sound, which is a short vowel sound. When a word has one vowel letter followed by one or more consonants, the vowel sound is short. It is a closed syllable."

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

To develop sound-spelling knowledge, the *Teacher's Edition* engages students in whole-group phonics lessons where the teacher introduces a phonics pattern using hand gestures and word sorts. For practice, students participate in hands-on activities like sorting pattern and contrast words and "Word Completion with Pictures," wherein students look at a picture and fill in the correct sound to complete the word. To reinforce these patterns, the *Teacher's Edition* includes cumulative review activities such as reading and writing word routines with previously taught sounds, and decodable readers containing a mix of new and previously taught sound-spelling patterns.

5.E.1d – Materials provide a variety of activities and/or 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 *Teacher's Edition* provides a variety of activities to support students in decoding words, both in isolation and in decodable connected text that builds on previous instruction. For example, Lesson 2, Day 5, supports students in reading words with the "short *a*" pattern, such as *ran* and *lap*. In Lesson 2, students read the passages, "The Bat, Cap, and Cat," and "Ham and Yams," which incorporate previously taught phonics patterns.

The *Teacher's Edition* also provides a variety of activities to support students in encoding words in both isolation and decodable connected text that builds on previous instruction. For example, Lesson 3, Day 5, supports students in writing words with the "short *i*" pattern, such as *bin* and *hid*, as well as writing sentences with previously taught phonics patterns such as, "Sid is in the rig."

5.E.2 Regular and Irregular High Frequency Words

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.2a	All criteria for guidance met.	2/2
5.E.2b	All criteria for guidance met.	4/4
5.E.2c	All criteria for guidance met.	12/12
5.E.2d	All criteria for guidance met.	4/4
—	TOTAL	22/22

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

The *95 Phonics Core Program* includes a scope and sequence for grade 1 for introducing both regular and irregular high-frequency words aligned with the Dolch list of high-frequency words. According to the *Scope & Sequence*, the regular high-frequency words *ask* and *an* are introduced in Lesson 8 after the "short a" phonics pattern is reviewed in Lessons 2 and 7.

According to the *Teacher's Edition*: "Most of the [high-frequency] words become decodable once the skill is taught in the program. For example, the word *must* is included in Dolch's grade K list. The closed syllable pattern with a final consonant s-blend is taught in Lesson 8 of first grade; after that, the word *must* is no longer considered a HFW because it is now decodable by the pattern that has been taught. A limited set of words that do not follow a distinct pattern are taught as "heart words," or words where some portion of the spelling must be learned by heart."

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

The *Teacher's Edition* includes the Dolch sequence for learning and mastering the reading and spelling of high-frequency words with guidance such as scripts, the "Heart Word" strategy, and Sound-Spelling Mapping. For example, in Lesson 1, Day 3, the script includes guidance for dissecting and spelling a regular high-frequency word: "The first word is spelled o-n. I say the sounds as I write the letters. /ō/ /n/. Then, I blend the sounds to read the word. Notice that I do not pause between the sounds. Watch me: (blend it slowly but continuously) /ōōōnn/ Word? on Say it with me: /ōōōnn/ Word? on Write o-n on the line in the workbook. Say the sounds as you write the letters. Then, read the word." In Lesson 13, Day 5, the script includes guidance for dissecting and spelling an irregular high-frequency word: "Today we spell words that do not follow familiar patterns using the Sound-Spelling Mapping paper. Each box holds one sound. The word? they. They finger-stretch /th/ /ā/. There are two sounds. I put dots in the bottom right of two boxes, then wrote the matching letters. First sound? /th/ with 'th', in the first box because it is a digraph. Next? /ā/ spelled with e and y, in the second box, with a heart for this spelling. Word? they."

5.E.2c – Materials include a variety of activities and/or 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 *Teacher's Edition* provides a recursive routine through the daily lessons to develop, practice, and reinforce decoding and encoding regular and irregular high-frequency words. The routine develops these skills through explicit instruction: the teacher displays the high-frequency word, leads the students through decoding the word by Finger-Stretching it and determining the number of sounds, then leads the students through encoding the word by writing the corresponding sound-spelling patterns. The routine then engages the students in practicing these skills in the *Student Workbook*. Finally, the routine allows for reinforcement and cumulative review through resources and activities such as fluency practice, sentence dictation, reading decodable connected texts, and spelling tests. For example, in Lesson 11, Day 5, the teacher develops the high-frequency word *how* and allows students to practice the words *but*, *know*, *funny*, *ate*, *want*, *they*, and *with* as well as take a spelling test including the words *know* and *how*. In Lesson 12, Day 5 students read phrases such as "know the chant" and "with a rush," write sentences such as, "You can be a champ with a fish dish," and read the passage "Chip and Chad."

5.E.2d – Materials include a variety of activities and/or resources (including the use of memory-building strategies) for students to 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 scripts in the *Teacher's Edition* provide activities and resources such as high-frequency word grids, sentence dictation, and fluency phrases, for students to engage in reading and writing high-frequency words both in isolation and connected text. For example, Lesson 3, Day 4, engages students in reading high-frequency words in isolation such as *her* and *and* using a high-frequency word grid. Lesson 3, Day 5, provides a script to teach students to write the high-frequency word *one* in isolation: "The first word is one. (Display one.) How many letters? 3. I will write the word under the column labeled "3 Letters." Say the letters as I write them: o-n-e. Word? one." In Lesson 3, Day 4, students read the high-frequency word *and* in the sentence, "Liz and Jim sit to look at the pigs." In Lesson 2, Day 5, students write the high-frequency word *her* in the sentence, "Pam likes her hat."

5.E.3 Decoding and Encoding One Syllable or Multisyllabic Words

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.3a	All criteria for guidance met.	1/1
5.E.3b	All criteria for guidance met.	2/2
5.E.3c	All criteria for guidance met.	12/12
5.E.3d	All criteria for guidance met.	4/4
—	TOTAL	19/19

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)

The *Scope & Sequence Alignment to TEKS* outlines the systematic sequence for teaching the syllable types in accordance with the grade 1 TEKS. For example, Lesson 2 introduces closed syllables, in alignment with instruction on short vowel sounds and CVC words. Lesson 16 introduces VCe syllables, followed by vowel teams and open syllables in Lesson 26, and r-controlled syllables in Lesson 29. This structured sequence helps build a strong foundation for reading and spelling.

5.E.3b – Materials include teacher guidance 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 scripts in the *Teacher's Edition* provide explicit instruction for applying knowledge of syllable types to both encode and decode one-syllable words. For example, the script for Lesson 3, Day 1, states, "Today we are learning to read and spell words with the short i pattern. The vowel letter i represents the /i/ sound, which is a short vowel sound. When a word has one vowel letter followed by one or more consonants, the vowel sound is short. It is a closed syllable." The teacher then leads students through decoding a word by first locating the vowel, identifying the syllable type because it has "one vowel letter followed by one or more consonants," and then sounding out the word accordingly. In Lesson 3, Day 2, the teacher models encoding a word using knowledge of syllable types by finding the vowel and whispering the syllable type, making the closed syllable gesture, whispering the correct vowel sound, and encoding the word in the correct column.

5.E.3c – Materials include a variety of activities and/or 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 *Teacher's Edition* includes a variety of activities and resources such as word sorts, pattern word lists, and decodable texts to support students in developing and practicing the decoding of one-syllable words.

For example, each lesson includes decodable passages that align with the target phonics skill for the week, such as the "short e" closed syllable pattern ("Ned and Meg at the Vet" and "A Red Lab" in Lesson 5). These texts also incorporate cumulative review, allowing students to decode previously taught patterns alongside new ones, reinforcing continued mastery.

The *Teacher's Edition* includes a variety of activities and resources such as writing pattern and contrast words, Sound-Spelling Mapping with Phonics Chips, finding pattern words in sentences, and sentence dictation to support students in developing and practicing the encoding of one-syllable words. For example, each lesson includes writing pattern and contrast words that align with the target phonics skill for the week, such as the "silent e" syllable pattern. These sorts also incorporate cumulative review, allowing students to encode previously taught patterns alongside new ones, reinforcing continued mastery. For example, the sort in Lesson 20, Day 2, has students sorting and spelling *fume* from *fun*, *duke* from *duck*, etc.

5.E.3d – Materials include a variety of activities and/or 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 *Teacher's Edition* includes a variety of activities and resources such as word sorts, pattern word lists, and decodable texts to support students in using knowledge of syllable types to decode words in both isolation and connected text. For example, in Lesson 12, Day 2, students read closed syllable words in isolation from a pattern word list. The students also read closed syllable words in connected text in Lesson 12 in the decodable passages "Chip and Chad" and "How to Make a Fish Dish in a Dash."

The *Teacher's Edition* includes a variety of activities and resources such as writing pattern and contrast words, Sound-Spelling Mapping with Phonics Chips, finding pattern words in sentences, and sentence dictation to support students in using knowledge of syllable types to encode words both in isolation and connected text. For example, in Lesson 12, Day 2, students write closed syllable words in isolation when they spell and sort pattern and contrast words. In Lesson 12, Day 5, the students encode closed syllable words in connected text when they write the sentence, "The hats cannot bunch and pinch."

5.E.4 Morphological Awareness (1–3)

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 8E – Decoding, Encoding, and Word Study

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.4a	All criteria for guidance met.	1/1
5.E.4b	All criteria for guidance met.	4/4
5.E.4c	All criteria for guidance met.	3/3
5.E.4d	All criteria for guidance met.	4/4
—	TOTAL	12/12

5.E.4a – Materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. (PR 2.A.1)

The *Scope & Sequence Alignment to TEKS* outlines a clearly defined scope and sequence for the introduction of grade 1 morphemes, as outlined in the TEKS (ELA.1.2.B.v "Demonstrate and apply phonetic knowledge by: Decoding words with inflectional endings, including -ed, -s, and -es"). The sequence begins with instruction on the inflectional ending *-ed* in Lessons 1 through 7, then moves to *-er* and *-est* in Lessons 12–15.

5.E.4b – Materials include teacher guidance 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 *Teacher's Edition* provides explicit teacher guidance through scripts to help students use the meaning of morphemes to support encoding, decoding, and reading comprehension. For example, the script for Lesson 21, Day 1 states, "Now, we will review the past tense ending -ed. Past tense is when a verb, which is an action word, changes to indicate that something already happened in the past. The verb changes from present tense to past tense. There are 3 rules explaining how a spelling changes when the past tense -ed is added at the end of a verb. Let's review the 3 rules (Display the rule table.)." The materials then provide a rule table that provides different verbs plus -ed and their corresponding spelling rules. The teacher then models how to decode, encode, and comprehend the word *liked*.

5.E.4c – Materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

The *Teacher's Edition* provides a variety of activities and resources, such as rule tables and the *Student Workbook*, to develop, practice, and reinforce grade 1 morphological skills. For example, Lesson 21, Day 2 develops the inflectional endings *-ing* and *-s/-es* with a rule table to display along with explicit teacher

modeling. Students then practice the morphemes in the *Student Workbook*. Cumulative review is reinforced with the review of the previously taught inflectional ending *-ed* in addition to the focus morphemes.

5.E.4d – Materials include a variety of activities and/or 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 *Teacher's Edition* provides a variety of activities and resources to encode and decode words with morphemes in isolation, as well as connected text that builds on previous instruction. For example, teachers use rule tables and students use the *Student Workbook* to read and write words in isolation. Students engage in written responses that allow them to encode words with morphemes in connected text (such as the inflectional ending *-ed* in "The gang planned a spring fling to____" in Lesson 22, Day 2), as well as sentence dictation practice (such as the inflectional ending *-s* in "The bold child likes to bolt" in Lesson 23, Day 5). The students read phrases that allow them to practice morphemes in connected text (such as the inflectional ending *-s* in "sort the socks" in Lesson 29, Day 5), as well as decodable passages (such as inflectional ending *-ed* in the word *locked* in the passage "The Rascal" in Lesson 30).