

95 Percent Group, LLC

English Phonics, K

95 Phonics Core Program Classroom Kit for Kindergarten

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9781735972671	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 Addressed	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	83 out of 95	87%

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	1	0	0
3. Parental Rights and Responsibilities	1	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	3
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 *95 Phonics Core Program Kindergarten Scope & Sequence* outlines the concepts taught in the course, broken down by lesson and skill focus. For example, Lesson 1 introduces students to letter names, sounds, and formations.

The *95 Phonics Core Program Grade Kindergarten Scope & Sequence Alignment to TEKS* illustrates the Texas Essential Knowledge and Skills (TEKS) taught in the course. For example, "Introduction of Lesson Routines (Letter Names, Sounds, & Formation)" in Lesson 1 meets the standard ELA.K.2.B.i "demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent."

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 125 instructional days for all calendar options. The number of flex days varies by calendar option: 40 for 165 days, 55 for 180 days, and 85 for 210 days.

The "Considerations" portion of "Appendix A" suggests when teachers should begin instruction. Teachers following 165-day calendars should "begin instruction within 10–15 days of school starting." Teachers following 180- or 210-day calendars should "begin instruction as soon as classroom expectations, routines, and procedures are in place (Month 2 of school)."

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 the first lesson's purpose and how it sets up instructional routines for future lessons.

The "Overview of Lesson 1" also provides a rationale for unit order. Lessons build "increasingly more difficult [phonemic awareness (PA)] skills;" introduce and review new letter sounds; allow students to practice reading and writing words, phrases, and sentences; and eventually engage students in reading short stories.

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 materials first expose students to high-frequency words in Unit 2, then again in Unit 4. In between, students learn more phonics patterns that support learning decodable high-frequency words.

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 *95 Phonics Core Program Teacher's Guide for Implementation Success* 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.

The "Background Content Knowledge Unit Overview" summarizes all lesson instructions and background content knowledge in one place. For example, the overview of Lesson 1 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 by highlighting upcoming "increasingly more difficult PA skills" and "new letter sounds."

For each unit, the *Scope & Sequence* provides an overview, and a list of all academic vocabulary. For example, Unit 1 has the academic vocabulary: "cover, title, author, illustrator, top, bottom, front, back, routine, first, last, adding, finger stretch, syllable, straight, phrase, segmenting, mid-line, beginning, end, keyword, first, direction, sentence, uppercase, lowercase."

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 K Ancillary Instructional Materials (One95 Literacy Platform)* include "Family Support Letters" in English and Spanish.

The letter in English provides activities for families to support their students' learning at home and reinforce what they learn in class. For example, the first "Family Letter" has examples of "Finger-Stretching" to help students sound out words with a visual for the family as well.

The letter in Spanish has the same phonological instruction content as the letter in English. For example, it has the same word diction to pronounce (e.g., /s/ /ă/ /t/).

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 1 meets the standard ELA.K.2.B.i "demonstrate and apply phonetic knowledge by: identifying and matching the common sounds that letters represent." 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 instructional routines used throughout the program, including the phonological awareness routines, letter-sound routine, and letter formation routine." An example of activities and tasks for students to practice to promote mastery is "Phonological Awareness Warm-Ups and Wrap-Ups." The materials required include "Student Manipulatives Kit with Letter-Sound Strips." The assessments include formative assessments.

The *Kindergarten Assessment Overview* contains a list of assessments and what skills the lessons teach. For example, Assessment 1 covers "Phonological Awareness Letter name, sound, and formation of consonants T, P, N, and the Short vowel sound a." According to the overview, this assessment covers the skills addressed in Lessons 1–4.

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 academic vocabulary

and concepts of print by asking the students, "Where do I find the illustrator's name?" 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 3, the teacher needs the *Teacher's Edition* (including lesson plans, strategies, and assessments) and presentation files. For the same lesson, the student needs the *Student Workbook* and "Student Manipulatives Kit with Letter-Sound Strips" for practicing letter formation and sound association.

The *Teacher's Edition* includes timing allocations at the beginning of each lesson. For example, Lesson 1, Day 1, allocates three minutes for "Concepts of Print," five minutes for the "Phonological Awareness Warm-Up," seven minutes for "Letter Formation," two minutes for "High-Frequency Words," and three minutes for the "Phonological Awareness Wrap-Up."

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 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 K, Unit 1, "Summative Assessment, Section A," requires students to combine two words to make compound words. "Section B" requires students to fill in missing letters after the teacher says the sound and letter name. Tasks in the "Phonemic Awareness Screener for Intervention" include identifying the initial and final phoneme, and blending phonemes. 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 "Formative Assessment" section of the *Assessment Guide* provides examples of 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. In the "Diagnostic Assessments" section, diagnostic assessments are defined 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" section 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, kindergarten guidelines include "During the first semester, begin with small-group administration (3–5 students) to provide adequate support and monitoring. As students become familiar with testing procedures, transition to whole-group administration."

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 K, Unit 1, "Assessment Teacher Directions" script says, "I will say a sound along with the name of the letter that represents that sound. Pay attention to what I say, then write the missing letter in the box. Let's work on the first one together."

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 2, the "Formative Assessment" entails, "Students demonstrate understanding of the letters t and p by correctly identifying and writing them as well as associating the correct sound with the letter." That corresponds with TEKS K.2.E ("Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality") and the lesson objective "Letter Name, Sound, Formation: t & p."

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 K, Unit 1, "Assessment Teacher Directions" corresponds to the objective "Phonological Awareness - Syllables" and the TEKS K.2.A.v.

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 K, Unit 1, "Assessment" requires students to circle words, write upper and lowercase letters, and write initial sounds of dictated words.

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 K, Unit 1, "Teacher Directions" give 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 based on teacher discretion.

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 K prioritizes "Phonological Awareness" and "Initial Sound" at the beginning of the year (Units 1–2). These tools support teachers in identifying trends, such as widespread difficulty with phonological awareness, and responding with specific reteach activities.

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 kindergarten. The tracker allows a teacher to track student progress and growth at the teacher's discretion on "Letter-Sound Correspondence" 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 *95 Phonics Core Program* includes an *Assessment Guide* and *Teacher's Guide* that support differentiated instruction for students not yet proficient. "Appendix D" of the *Assessment Guide* provides a small group reteach template with clear steps for explicit instruction, guided practice, and application. Teachers are also advised to preview the *Scope & Sequence* to identify phonics skills or high-frequency words that may require additional scaffolding before instruction begins.

The program provides specific reteach activities in small group settings, such as using flash cards with targeted and review graphemes, Finger-Stretching, and hand motions to support phonological awareness. In Lesson 6, Days 1–5, students engage in multisensory activities like identifying, writing, and matching the letters *i* and *s* to their corresponding sounds.

The *Teacher's Edition* includes scaffolded instructional tips, such as in Lesson 8, where students first review letters, then trace with their fingers and pencils before writing independently. The materials also include companion lessons (e.g., Lesson 15a and 15b) that build directly on the core lesson, targeting related skills such as blending and segmenting phonemes or consonant blends, offering a clear, paired structure to support student progress.

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.

The *Teacher's Edition* includes pre-teaching (such as scripts like "Let's learn the names for the parts of a book. The outside of the book is called a cover.") and embedded supports (such as teacher directions like "point to cover" and "Make connections to Readiness terms and concepts: directionality, first and last, beginning and end.") for unfamiliar references in text in the "Concepts of Print" components of the lesson plans.

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* provides guidance for identifying students who demonstrate proficiency—such as those scoring 90 percent or above on key concepts, showing automatic decoding, strong spelling test performance, and independent phonics application. The *Assessment Guide* recommends adjusting instruction for these students by accelerating fluency practice or allowing early access to enrichment activities. The *Assessment Guide encourages* teachers to use ongoing progress monitoring to flexibly group students based on readiness.

The materials offer grade-appropriate enrichment activities through choice boards ("Appendix G"), partner reading with fluency checks, word family trees, and literature circles with discussion roles. Teachers can integrate 15–20 minute enrichment tasks during Tier 1 instruction or independent work time. These activities are designed to deepen skills in fluency, comprehension, vocabulary, and morphology for students ready to extend beyond core instruction.

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 explicit prompts, often printed in red or black, to guide teachers in modeling key concepts. For example, during letter-sound correspondence instruction, the materials direct teachers to say, "Look at my mouth when I make the /t/ sound. /t/," or model phoneme substitution with, "The word is cat. I change /k/ to /b/: /b/ /ă/ /t/. The new word is bat."

The *Teacher's Edition* provides direct instructional language for explaining phonics concepts. For example, when introducing the letter *m*, the script instructs the teacher to say, "We are going to learn about the letter m and its sound." The *Teacher's Edition* also includes explanations such as, "This sound is called short a. When we see a in the middle of cat, it makes the sound /ă/."

The *Teacher's Edition* includes guidance for modeling through the use of visual aids, such as "Sound-Spelling Cards." For example, the *Teacher's Edition* directs teachers to display the *m* or *t* Sound-Spelling Card and use it while modeling the corresponding sound.

The materials provide supportive notes before lesson components (e.g., "Phonological Awareness: Syllables") to help teachers prepare to explain and connect concepts, such as adding two syllables together to form a new word.

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

The materials include direct instruction, guided practice, and independent writing. For example, in a letter-sound correspondence lesson, the teacher models the /t/ sound, students practice orally with and without visuals, and then complete a letter formation writing activity. The materials prompt the teachers to use choral response (e.g., class says sounds together) and think-alouds (e.g., teacher models segmenting words like *ant* with Finger-Stretching). The materials provide guidance for group-based differentiation during Tier 1 instruction, including steps for forming groups and monitoring progress.

The *Teacher's Edition* consistently incorporates a variety of instructional approaches to support concept development, including modeling, guided practice, choral response, think-alouds, writing practice, and

small-group differentiation. For example, in a lesson introducing the letter *u*, the teacher begins by modeling the /ŭ/ sound using the prompt, "Watch me introduce the /ŭ/ sound." The lesson then transitions into guided practice with the prompt, "Let's review the /ŭ/ sound together," and continues with opportunities for choral repetition. Additionally, the *Assessment Guide* provides guidance for monitoring student progress and implementing small-group differentiation during 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 types of student practice, including guided, independent, and collaborative learning opportunities. For example, in the "Letter-Sound Correspondence" lesson of the *Teacher's Edition*, the teacher first models the /t/ sound, then students orally practice the sound with and without visual support, and finally practice writing the letter during the letter formation section. The instructional design follows the "I Do, We Do, You Do," model to gradually release responsibility.

The materials include teacher guidance to support effective implementation across lesson components. The *Teacher's Edition* and *Teacher's Guide* provide clear routines, prompts, and modeling strategies such as identifying vowel sounds, applying gestures for syllable types, and practicing decoding through structured steps. For example, teachers are guided to ask: "What is the syllable type and gesture? What is the vowel sound? What is the word?"

The program provides recommended instructional structures such as whole group, small group, and individual learning formats. The *Assessment Guide* and *Teacher's Guide for Implementation Success* outline when to implement each structure. Small group instruction routines, for example, include scripts to support reading single-syllable words with steps like vowel identification and decoding. Whole-group routines incorporate warm-ups, guided choral response, and independent decoding in connected texts.

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 guidance on supporting students with increasingly more academic language, but they do not provide accommodations across at least one level of language proficiency. While *Language in Literacy* offers general instructional practices and evidence-based scaffolds for English language learners, it does not differentiate these supports by proficiency level. For example, it provides generic strategies like modifying lessons or pairing students, but lacks specificity for beginning versus intermediate language learners as defined by the ELPS.

The materials do not include support for increasingly more academic language across an additional proficiency level. Although documents such as *Cross-Linguistic Connections* and *Language in Literacy* offer background knowledge and some strategies for instruction, they do not provide systematic or embedded linguistic accommodations tailored to the stages of learning a second language. The materials do not consistently embed accommodations into daily lessons, and do not vary instructional tips or sentence stems by language proficiency level. The absence of aligned scaffolds prevents teachers from appropriately supporting language development across multiple ELPS levels.

The materials reference English language learner supports broadly, but do not align with the ELPS. Instructional notes, such as those in the "Kindergarten Background Overview," provide general

pedagogical guidance rather than language-specific scaffolds. As a result, the materials fail to meet the evidence guide's expectations for progression in academic language development through clearly leveled, integrated supports.

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

The materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual or ESL programs. While the *95 Phonics Core Program* materials include *Language in Literacy* and *Cross-Linguistic Connections*, these resources provide general scaffolds and background knowledge rather than specific guidance tied to Texas-approved bilingual/ESL program models. For example, the materials mention strategies such as "provide on-the-spot vocabulary with visuals and cognates," but do not align with the ELPS or bilingual program structures (e.g., dual language, transitional bilingual, or ESL pull-out). The materials do not mention how to adapt lesson delivery to different program models, and do not include sample schedules, bilingual transfer routines, or differentiated linguistic objectives to support students in a bilingual/ESL setting. The materials present a one-size-fits-all approach and do not provide targeted instructional or implementation strategies tailored to the specific requirements of state-approved programs.

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 instructional moves to develop student's oral academic language. Examples include requiring students to respond in complete sentences and use words in context. The "Implementation Guide" also encourages partner activities where students generate words orally using the target letter-sound (e.g., /s/).

The *Teacher's Edition* guides teachers to ask oral comprehension questions following read-alouds, such as "What does Mel like?" after a story. These oral discussion opportunities allow students to deepen understanding through verbal response. Additionally, "Appendix C" provides strategies to enhance oral comprehension, such as displaying visuals and asking text-based questions.

"Appendix D" of *Language in Literacy* focuses on cross-linguistic connections and supports background knowledge development by highlighting phonological similarities and differences between English and other languages. For example, the appendix notes that the /l/ sound occurs in both Spanish and English and can be found at the beginning, middle, and end of words.

Cross-Linguistic Connections encourages students to orally compare English phonemes with those in their native language (e.g., comparing the silent *h* in English with its absence in Spanish). Teachers can facilitate these oral discussions through pronunciation comparisons and phoneme mapping.

The materials prompt teachers to connect writing activities with vocabulary development. For example, kindergarten students practice writing the letter *l* after a lesson reviewing the letter and its sound, reinforcing academic vocabulary through writing.

Writing opportunities follow lessons to reinforce comprehension, such as students writing words, letters, or sentences after reading a story or identifying key phonics patterns. The *Teacher's Edition* emphasizes that students write in connection to the concepts they've discussed and read.

Language in Literacy encourages written language development connected to previously learned content. For example, students review and write letters they have already been introduced to, such as the letter *l*, linking written work with prior instruction and phonological understanding.

Cross-Linguistic Connections offers examples of how graphemes and phonemes align across languages. For example, it explains that the Spanish sound /*ě*/ is spelled with the grapheme *e*, similar to English. These insights support written discourse that reinforces linguistic awareness.

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 resource begins with the letter names, sounds, and formation of the letters *t*, *p*, *n*, and *a*, and gradually moves toward more complex phonics patterns, such as "Long Vowel Silent *e*," by the end of the program.

The *Teacher's Edition* demonstrates how a lesson might systematically begin with a review of phonological awareness, then build on that foundation with letter-sound correspondence, letter formation, and finally, writing.

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 (e.g., "The first word is mat. I say the sounds as I write the letters. /m/ m - /ă/ a - /t/ t. Then, I read the word by blending the sounds without pauses: /mmmăăăt/, mat."), then support students with ongoing practice in the *Student Workbook*.

The *Teacher's Edition* also includes teacher-led instruction and practice opportunities for phonics skills through connected, decodable texts. The scripts include teacher guidance on locating high-frequency words and decoding words with previously taught phonics skills in connected text, and letting students practice reading the stories on their own. After reading, the guidance instructs the teacher to check 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 letter is introduced, the teacher uses scripted modeling to share the letter name, sound, and articulation (e.g., "This is the letter m. Which letter? m Letter m has a job. Its job is to spell the /m/ sound. Watch me introduce the /m/ sound."). This routine is consistent across daily lessons, providing a predictable structure that reinforces learning.

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 is coded in black and bold font, with expected student responses in blue. For example, one lesson includes the teacher script and expected student responses: "What's the first sound? /m/." "Which letter spells the /m/ sound? m." "Write m." "Look up and check your work."

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 practice identifying the letter *d* on a "Letter-Sound Strip" independently after watching a teacher model, and then practice letter formation of the letter *d* in the *Student Workbook*.

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 as a whole group, instead of in small groups, pairs, or groups of three for collaborative practice. While independent practice is present, the lack of collaborative routines prevents students from applying phonics skills in peer-supported contexts.

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, Lessons 5–7 focus on the introduction of the names, sounds, and letter formation of *m*, *d*, *g*, *i*, *s*, *h*, and *b*. Lesson 8 reviews those letters and students read and write words with those letters along with previously taught phonics skills (such as writing the word *man* or reading the word *nip*). These review opportunities are intentionally placed to reinforce previously taught skills and build automaticity.

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. All practice activities align with previously taught skills; the *Teacher's Edition* does not introduce untaught phonics elements in student work. For example, in Lesson 1, Day 8, the script to refers back to the previous learning of lowercase *m* and the rules of when to capitalize a letter when providing explicit instruction on uppercase *M*: "As you learned in Lesson 4, we use uppercase letters to spell the first sound in a name or a special place. We also use an uppercase letter to begin a sentence. Now we are going to continue learning about the letter *m*. Look at this picture of the keyword mouse. (Display keyword /m/ mouse.) When you say the keyword mouse, the first sound in mouse is /m/, which reminds you that the letter *m* spells the /m/ sound. (Point to uppercase *M* and lowercase *m*.) Notice that there are 2 ways to write the letter *m*. (Point to uppercase *M*.) This new letter is called uppercase *M*. You have already learned that the lowercase *m* spells /m/; uppercase *M* also spells /m/." The students then complete guided practice of identifying the name, keyword, and sound of uppercase *M* by going through a process in which they listen and watch the teacher, say it with the teacher, and then practice on their own.

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

Grade K Ancillary Instructional Materials includes the decodable, connected texts which are used throughout instruction in the *Teacher's Edition*. These decodable texts include words that use only letter-sound correspondences and previously taught high-frequency words. For example, the decodable text "The Red Hat" focuses on consonant-vowel-consonant (CVC) words with previously-taught phonics skills and high-frequency words such as *they*, *like*, and *that*. These decodable texts integrate both new and previously taught phonics patterns, ensuring cumulative decoding practice.

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

Grade K Ancillary Instructional Materials includes the decodable, connected texts which are used throughout instruction in the *Teacher's Edition*. These decodable texts include words that use only letter-sound correspondences and previously taught high-frequency words. For example, the decodable text "The Red Hat" focuses on consonant-vowel-consonant (CVC) words with previously-taught phonics skills and high-frequency words such as *they*, *like*, and *that*. These decodable texts integrate both new and previously taught phonics patterns, ensuring cumulative decoding practice.

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 K, Unit 1, "Summative Assessment," requires students to blend syllables, while the Unit 3, "Summative Assessment," assesses the more complex phonological awareness skill of asking students to compare rime in words broken into onset-rime.

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 blending syllables, while the Lesson 17, Day 1 "Phonological Awareness" task assesses the more complex phonological awareness skill of blending two-phoneme words.

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 K, 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 the weekly spelling tests to help monitor students' acquisition of that week's phonics 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 K, students take six assessments after Units 4, 8, 12, 16, 19, and 25.

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 kindergarten use the *Student Workbook* in Lesson 4, Day 1, to independently write what initial sound they hear in the words and pictures provided.

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 kindergarten teachers to use as a data-management tool to track individual student progress. For example, the kindergarten tracker allows teachers to track progress in letter-sound correspondence and decoding skills.

Fluency Practice also 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 kindergarten small-group activities include: a phonemic awareness warm-up, a letter-sound drill, explicit instruction tailored to the students' needs, guided 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 classwide 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 using context clues to understand new words.

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 and systematic instructional guidance on developing oral language and oracy. The *Teacher's Edition* includes discussion prompts such as "After reading [decodable sentences], discuss that the sentences tell a story. Ask what Dad, Mom, and Sis got." 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 respond to text-based questions and use newly acquired vocabulary in sentences. For example, the teacher asks what game is being played to assess comprehension after reading the connected decodable sentences "Do I go

to bat? I got a hit! I did a lap." The materials might also prompt the teacher to ask students to use a newly taught high-frequency word, such as *with*, in a sentence and share it 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 3, the students actively listen in order to segment syllables, discuss similarities between upper and lowercase letters, 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.1 Alphabet Knowledge (K only)

TEKS Correlation: Strand 1 / Texas Reading Academies: Module 7E – Pre-Reading Skills

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.1a	All criteria for guidance met.	2/2
5.C.1b	All criteria for guidance met.	6/6
5.C.1c	All criteria for guidance met.	4/4
5.C.1d	All criteria for guidance met.	6/6
—	TOTAL	18/18

5.C.1a – Materials include a systematic sequence for introducing letter names and their corresponding sounds. (PR 2.A.1)

The *Scope & Sequence* details the systematic order in which letters, corresponding sounds, and formations are taught, beginning with *t*, *p*, *n*, and *a* in Unit 1. Unit 2 introduces the letters *m*, *d*, *g*, *i*, *s*, *h*, and *b* while building on the previously taught letters from Unit 1 and allowing students to build and read more words. The letters *z*, *k*, *e*, *y*, *v*, *q*, *x*, and *u* are introduced last.

5.C.1b – Materials include teacher guidance to provide explicit (direct) instruction for teaching and developing student automaticity in the identification of the 26 letters of the alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)

The *Teacher's Edition* explicitly introduces each letter name (upper and lowercase) and corresponding sound through modeling with a letter card deck that contains the letter and a picture of a word that begins with the corresponding sound. For example, in Lesson 3, the teacher says, "This is the letter n. Which letter? N. Letter n has a job. Its job is to spell the /n/ sound. Watch me introduce the /n/ sound." Then in Lesson 4, the teacher reviews the lowercase *n*, and introduces the capital *N* using the same routine.

The *Teacher's Edition* includes teacher guidance for developing student automaticity by providing repeated practice opportunities to identify the 26 uppercase and lowercase letters and their corresponding sounds. For example, the letter-sound correspondence portion of Lesson 2, Day 2, includes a Letter-Sound Strip with upper and lowercase *t*, *p*, *n*, and *a* and their corresponding keyword pictures. When the teacher says a letter, students identify and trace the upper and lowercase letter on the strip while saying the letter name, keyword, and corresponding sound. Students complete this activity multiple times throughout the program, complementing the other letter-sound activities and helping students build automaticity in letter name and sound knowledge.

5.C.1c – Materials include teacher guidance to provide explicit (direct) and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)

The *Teacher's Edition* includes guidance for modeling letter formation through a teacher script. Students use the *Student Workbook* to practice. For example, the *Teacher's Edition* prompts the teacher to say "We are going to learn to write a new letter today. Watch me write the letter p. 1. Start at the midline. Pull down low. 2. Push up. Circle forward," while modeling the letter formation for the students. The students then practice the letter formation in the *Student Workbook*.

5.C.1d – Materials include a variety of activities and/or resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S).

The *Teacher's Edition* provides opportunities for students to develop, practice, and reinforce alphabet knowledge in isolation through memory-building strategies such as Letter-Sound Strips and letter cards with the letters and keyword that represents the corresponding sound. For example, students develop alphabet knowledge in the "Letter-Sound Correspondence" portion of lessons in which the teacher introduces the letter names, keywords, and sounds using letter cards. The students then practice alphabet knowledge using the Letter-Sound Strips to identify, trace, and say the name/keyword/sounds. Finally, students reinforce their alphabet knowledge as they read and write words with previously taught letter sounds for cumulative review.

The *Teacher's Edition* provides opportunities for students to develop, practice, and reinforce alphabet knowledge in sentences and stories through memory-building strategies such as identifying the words they know (including high-frequency words) within a decodable text before reading, rereading stories, and using sentence strips. For example, students develop alphabet knowledge in meaningful print when they identify the words they know in a story; students decode words they do not know by pointing to letters and saying the sounds. The students then practice by rereading the story in a later lesson. Finally, students reinforce alphabet knowledge when they encounter words with the letter sounds from the lesson objective and words with letter sounds from previous lessons.

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 *him* by sounding out each of the letters, then provides guided practice with the words *nap* and *in*. The teacher also uses the Gradual Release Model to explicitly teach application to encoding: "We are learning to write words. Remember, there are no spaces between the letters in words. Watch me, my turn. The first word is mat. I say the sounds as I write the letters. /m/ m - /ă/ a - /t/ t Then, I read the word by blending the sounds without pauses: /mmmăăăt/, mat."

The *Scope & Sequence* outlines how the materials systematically teach short vowels before introducing long vowels in decoding and encoding. Lessons 1–19 teach all of the short vowels before Lesson 20 introduces long vowel sounds. The *Teacher's Edition* includes opportunities for students to decode words such as *man* and *sat*, and encode words such as *gas* and *pin* in Lesson 8. Lesson 24 includes the decoding and encoding of words with the long vowel "silent e" pattern, such as *cube* and *ride*.

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 help students connect 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 "Note: Support students in reading the word *gem* since the *g* makes the soft *g* sound." While this may address an error in reading the word *gem*, it does not provide 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 word is spelled m-a-d. The first letter is m. The sound of the letter m is /m/. The next letter is a. The sound of the letter a is /ă/. The last letter is d. The sound of the letter d is /d/. If I say them close together, it is /mmm/.../ăăă/.../d/." The teacher then facilitates practice with the skill by guiding the class through decoding the words *map* and *nep* using the same process. Opportunities for reinforcement through cumulative review come the following day, when teachers introduce the letter-sound correspondence for the letter *g* and guide students through reading the words *gap* and *tag*, which include the /g/ sound as well as previously taught sound-spelling patterns.

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 explicitly models decoding simple one-syllable words in a decodable connected text: "The man sat," and "Tim is mad." The teacher facilitates practices with the skill by reading sentences together as a class. Finally, opportunities for reinforcement through cumulative review come when the students read a story that includes words with the focus phonics skill as well as previously taught sound-spelling patterns, such as "Play at the Lot."

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 kindergarten TEKS. The phonological awareness activities (included in the daily "Phonological Awareness Warm-Up" and "Phonological Awareness Wrap-Up" sections of each lesson) begin with blending syllables to form spoken words (K.2.A.v), and segmenting multisyllabic words into syllables (K.2.A.vi), in Unit 1. The activities gradually move toward blending spoken phonemes to form one-syllable words (K.2.A.viii), and segmenting spoken one-syllable words into individual phonemes (K.2.A.x). In the *Teacher's Edition*, for example, Lesson 1, Day 1 engages students in blending the syllables *bath* and *tub* to say the word *bathtub*. Lesson 20, Day 5 engages students in segmenting phonemes in four-phoneme words, such as *yelp* to /y/ /ě/ /l/ /p/.

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 teacher addresses misconceptions about word parts when blending multisyllabic words by saying, "Let's practice adding syllables to the end of a word. Let's practice one together. Say rain: (rain) Add /bow/ to the end. Word? rainbow. Remember, both parts are words. They are also called syllables."

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, colored chips representing sounds, and word mats. 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, *bathtub*, using hand gestures. Students then practice two words as a class (*doorbell* and *highchair*) 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.

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	All criteria for guidance met.	3/3
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	10/10

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 identifying, blending, and segmenting phonemes in Unit 4, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes by Unit 6. In the *Teacher's Edition*, for example, Lesson 13, Day 1, engages students in identifying the beginning, middle, and end sounds of the words *mash* and *bud*. Lesson 17, Day 1, engages students in blending two-phoneme words such as *may* and *bye*, and Lesson 18, Day 1, engages students in segmenting phonemes in words such as *at* and *it*. Then, Lesson 21, Day 1, engages students in adding phonemes such as adding /p/ to *in* to make *pin*. Lesson 23, Day 1, engages students in deleting phonemes such as /k/ from *car* to make *are*. Finally, Lesson 25, Day 1, engages students in substituting phonemes such as changing /k/ in *cat* to /b/ to make *bat*.

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 3–4 times with different words. 5. Remove the scaffold when appropriate (e.g., continue practicing the skill orally)." Teachers could give this feedback 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, the teacher addresses misconceptions about the /p/ sound in Lesson 5 by saying, "That's /p/, not /b/. Feel your voice box."

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 lessons to support students in connecting phonemic awareness skills to decoding and encoding. For example, in Lesson 10, Day 3, the teacher leads students in spelling and reading the word *fog* by first segmenting the phonemes, and then connecting each phoneme to the alphabetic principle before blending to read: "The word is fog. Repeat it with me. fog. Finger-stretch fog. /f/ /ō/ /g/. Say the sounds and letters while writing. /f/ f - /ō/ o - /g/ g. Blend it. /fffōōōg/ Word? fog."

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 13, Day 1, "Phonological Awareness Warm-Up" when the teacher models isolating and identifying the beginning, middle, and end phonemes in the word *mash*. The students then practice two words as a class (*bud* and *fight*) following the same procedure. Finally, students reinforce phonemic awareness skills by applying the same procedure to combine word parts during the "Phonological Awareness Wrap-Up" later that 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 kindergarten TEKS. The sound-spelling patterns grow in complexity as the program progresses. For example, Lessons 17–19 cover CVC words before Lessons 20–24 introduce consonant-consonant-vowel-consonant words.

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* provides explicit teacher guidance through daily lesson scripts that support instruction of grade-level sound-spelling patterns in alignment with the TEKS. For example, on Lesson 5, Day 5, the teacher script states, "Look at the picture of the keyword goat. When you say the keyword goat, the first sound in goat is /g/, which reminds you that the letter g spells the /g/ sound. Listen and watch. Letter name? g Keyword? goat Sound? /g/. Now say it with me. Letter name? g Keyword? goat Sound? /g/. You say it. Letter name? g Keyword? goat Sound? /g/."

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 target sound, such as /m/, and models how it is spelled with the letter *m* using visual aids (the Sound-Spelling Card with the keyword and picture *mouse*) and letter formation practice. For practice, students participate in hands-on activities like tracing and letter-matching using Letter-Sound Strips. 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 5, Day 4, supports students in reading words with the six letters students have learned thus far, such as *mad*, *map*, and *nap*. In Lesson 8, Day 3, students read the sentences, "The man sat," and "Tim is mad," 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 4, supports students in writing words with previously taught letters, such as *Nan* and *nap*. In Lesson 7, Day 3, students write the phrases, "a bib," and "a big hat," which incorporate previously taught phonics patterns.

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 *Scope & Sequence* presents the high-frequency words *I*, *a*, *to*, and *for* early in the year when students are learning to decode and encode vowel-consonant and CVC words. Later, the materials introduce high-frequency words not considered decodable in kindergarten, such as *pretty*, *funny*, *away*, and *came*.

The *Teacher's Guides* explains that the kindergarten materials do not use the "Heart Word" method: "Since the kindergarten level of the 95 Phonics Core Program TM does not use the Heart Word method, words from the pre-primer and primer level of the Dolch lists are not included in the Heart Word list above. A large majority of the high-frequency words on the pre-primer and primer lists are not phonetically regular to kindergarten students. For this reason, most of the words would be considered Heart Words to these young learners. In addition, placing the heart over the parts of the words that are unexpected, may cause some orthographic static or confusion as students are working to store accurate letter-form knowledge."

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 scripts in *Teacher's Edition* provide clear teacher guidance to support explicit instruction in decoding and encoding regular and irregular high-frequency words. The script guides teachers to display the word, use it in a phrase, Finger-Stretch the sounds, and name the letters in the word to spell it. For example, on Lesson 5, Day 5, the script states, "The word is go; this word is the one you hear in the sentence 'I like to go to school.' Watch me finger-stretch the sounds. /g/ /ō/ (Show thumb for /g/ and pointer finger for /ō/.) There are 2 sounds in the word go. This word is spelled with 2 letters, g-o. Now it is your turn. Word? go How many letters? 2 The letter names are g-o. Say them with me. g-o." Lesson 8, Day 4, follows a similar script, but goes from encoding to decoding: "Now we will practice writing phrases. Remember that a phrase contains 2 or more words. Today's phrases will start with the high-frequency word I. Answer with me as we do the first one together. Let us write the following phrase: I am. Repeat it with me. I am How many words do you hear? 2 What is the first word? I The word I is spelled with an uppercase I. I write it at

the beginning of the line. Then, I leave a space the size of a letter before starting the second word. What is the second word? am First sound? /ă/ Letter? a I say /ă/ while writing the letter a. Second sound? /m/ Letter? m I say /m/ while writing the letter m. Now let us read the phrase together. I am."

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 introduction: the teacher displays the high-frequency word, models how to decode it by Finger-Stretching the sounds, and models how to encode it by naming the corresponding sound-spelling patterns. The routine then allows students to practice these skills by going through the process as a class with teacher guidance. Finally, the routine allows for reinforcement and cumulative review by going through the process with previously taught high-frequency words. For example, Lesson 6, Day 3, introduces the high-frequency word *saw* and reviews the words *go*, *so*, and *want*. Furthermore, the materials continue reinforcement and cumulative review by having students apply knowledge of the high-frequency words by reading and spelling them through connected phrases, such as, "Pam said," or "come get your snack," in Lesson 6, Day 5.

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 for students to engage in reading and writing high-frequency words in isolation and connected text. For example, Lesson 13, Day 3, provides a script to teach students to read and write the high-frequency word *this* in isolation: "(Display this.) The word is this; this word is the one you hear in the sentence "This pen is mine." Watch me finger-stretch the sounds. /th/ /ī/ /s/ (Show thumb for /th/, pointer finger for /ī/, and middle finger for /s/.) There are 3 sounds in the word this. This word is spelled with 4 letters, t-h-i-s. Now it is your turn. Word? this How many letters? 4 The letter names are t-h-i-s. Say them with me. t-h-i-s." In Lesson 13, Day 4, students read the high-frequency words *he*, *this*, and *that* in the sentences, "He can hop this gap," and "He can win that cap," and write the high-frequency word *here* in the sentence, "Meg and Zed are here."