

Benchmark Education Company, LLC

English Phonics, 1

Benchmark Phonics Texas Edition, 1

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798331845148	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%	Compliant	Flags Not in Report	0	Flags Addressed	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	28 out of 28	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	28 out of 28	100%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	108 out of 108	100%

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	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)	1	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	12
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	All criteria for guidance met.	4/4
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	12/12

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

Materials provide a sequenced curriculum that aligns with the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS). For example, in Unit 2, Week 1, students practice "Phoneme Blending and Segmentation" and focus on the phonics skill short *e*, with a spiraled review of short *a* from the previous week. In Unit 5, Week 1, the lesson focuses on "Phoneme Categorization," introducing the long *a* final *-e* spelling pattern, with additional focus on *-ame* and *-ake* word families.

Instruction material includes a blend of guided reading, shared writing, and vocabulary development. Materials consistently reinforce sight word practice and sentence formation throughout with activities that support fluency, such as choral reading and partner reading.

Writing assignments encourage students to compose short narratives using beginning, middle, and end structures. Materials address ELPS standards and include embedded supports like language frames and visuals, helping students express ideas verbally and in writing.

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).

Each day's lesson is aligned to specific TEKS and ELPS standards, which support targeted instruction, accountability, and documentation of student progress.

The material offers a weekly pacing guide that identifies the focus skill for both whole-group and small-group instruction.

Teachers are provided with pacing options for 165, 180, or 210 instructional days, allowing for flexibility in adjusting pacing without sacrificing core instructional goals. The materials include pacing guides for each unit, with suggestions for effective implementation for various instructional calendars. For example, the *Suggested Pacing Guide* for Unit 3 recommends pacing for the Benchmark Phonics program of 180 Days, but it also includes suggestions "that have proven to be effective in adjusting to shorter or longer Foundational Skills Blocks, including 165 and 210." Suggestions include an adjusted timeline for "Routines and Lessons" launch for the 165-day instructional calendar, and specific information about extending lessons for the 210-day instructional calendar.

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 materials provide a research-based explanation for the sequence of phonics instruction and emphasize a built-in spiral review model to ensure students have opportunities to revisit and reinforce prior skills while encountering new content. For example, the progression includes more complex vowel patterns and blends, while previously taught short vowel sounds are cyclically reviewed.

A graphic included in the "Reach All Students" section conceptualizes the transition from basic decoding toward fluency, highlighting the layering of skills week over week.

The materials stress the importance of repetition, stating that any new skill introduced should be systematically reviewed for the next four to six weeks.

In addition, the "12 Essentials for Phonics Success" section reinforces the idea that substantial review and consistent practice are non-negotiable components of successful phonics instruction.

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

The material follows a structure that ensures intentional, consistent instruction accessible to all students. Each unit includes a "Skills at a Glance" section that maps out the sequence of instruction, including key standards, phonics skills, spiral reviews, spelling, and high-frequency words. For example, in Unit 6, titled "Stories Teach Many Lessons," weekly instruction focuses on decoding long vowel teams, applying spelling patterns, and reading decodable texts.

The "Resources at a Glance" list provides a full inventory of instructional tools, such as word cards, digital resources, and leveled readers. Lesson internalization is further enhanced by the *Walk-Through of a Week* planning guide. In Unit 1, Lesson 1, Day 1, for instance, the guide highlights explicit language transfer support to assist English learners in understanding phonics patterns across languages.

Teachers are provided detailed instructions, including learning targets, vocabulary guidance, materials lists, and small-group modifications for diverse learners.

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

The materials provide strong foundational support for instructional leaders in monitoring and guiding effective phonics instruction in grade 1. Initially, the material highlighted the "12 Essentials for Phonics Success" as a central reference point. This section outlined research-based teaching practices for school leaders to observe in classrooms, such as structured pacing, the use of high-frequency word routines, and continuous review of previously introduced phonics patterns. One key expectation is that new skills are revisited over four to six weeks, which helps reinforce learning and supports skill retention. The overview also emphasizes that allocating more instructional time to key segments is linked to improved student performance.

In response to reviewer feedback, the program now includes two dedicated resources that offer more direct guidance for school leaders. The first document (EX1) details program-specific implementation criteria that leaders can use to observe alignment and fidelity to the Benchmark Phonics model. The second (EX2) provides a general phonics observation guide that outlines best practices in effective phonics instruction.

These additions provide school leaders with clear, observable indicators to support coaching and walkthroughs, closing the previous gap around formal implementation tools. Together, they strengthen the capacity of instructional leaders to ensure consistency, quality, and program alignment in grade 1 phonics instruction.

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.

The materials provide background knowledge through unit overviews and skill progressions. The "Skills at a Glance" section for Unit 4 outlines a progression of phonological awareness skills and lists both primary and secondary phonics targets, such as consonant blends, digraphs (*th*, *sh*, *ng*), inflectional endings, and closed syllables.

The structured format supports teacher planning and connects current instruction to prior weeks.

The spiral review element is embedded in each unit, ensuring reinforcement of previously learned skills.

The unit guides do not explicitly identify academic vocabulary; however, the materials include teacher-facing training videos that address instructional strategies related to key concepts. For example, the "Blending" video explains blending strategies, including successive blending and blending lines, which are intended to support decoding instruction.

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

Every unit provides letters in both English and Spanish that describe the weekly phonics focus, list high-frequency words, and suggest extension activities for families. For example, in Unit 4, the letter details that students will learn consonant digraphs (*th*, *sh*, *-ng*) in Week 1 with words like *our*, *these*, and *could*, then move to *ch*, *-tch*, *wh* in Week 2, and finally tackle three-letter blends such as *spl*, *spr*, *squ*, and *str* in Week 3.

The Home-School Letter encourages families to read together from the "We Read" section and to engage with texts from the My Reading and Writing Book. The Spanish-language letters replicate all English content, ensuring that families can actively participate in and reinforce phonics instruction at home.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	All criteria for guidance met.	8/8
1.3b	All criteria for guidance met.	3/3
1.3c	All criteria for guidance met.	1/1
—	TOTAL	12/12

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 materials offer a structured approach with detailed daily objectives that align with TEKS and ELPS and support student learning and language acquisition. For instance, Unit 2, Week 1, Day 2 features a focus on short *e* vowel patterns, with a learning target to identify, blend, build, and spell short *e* words. Each lesson includes questions designed to support comprehension and encourage oral language use—for example, in Day 3, students respond to questions like: "How did Little Red know that the wolf was in Grandma's bed?" and "Who helps Little Red at the end of the story?"

Lessons include word-building activities, dictation tasks, and guided text reading. The materials tab and additional materials sections include tools, such as letter cards, interactive videos, and slide decks.

Weekly cumulative assessments align with the week's focus and support data-driven instruction.

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 materials follow a consistent instructional structure and introduce content with increasing complexity. Unit and daily lesson plans feature a "Resources at a Glance" tool that itemizes required materials for both teachers and students. For example, in Unit 2, Week 1, Day 1, materials include the *Build Reading Foundations Big Book*, *My Reading and Writing*, Picture Word Card: *egg*, Sound-Spelling Card: Short *e*, and a set of High-Frequency Word Cards (e.g., *are*, *said*, *two*, *look*, *my*, *for*).

Students can also use decodable texts like *Red Hen Fell* and *Red at the Vet*, along with handwriting practice sheets and magnetic tiles.

The lesson pacing is clearly mapped, with 10 minutes for vocabulary building, 15–20 minutes on the focus phonics skill (such as sorting short *e* words), and 10–15 minutes for small-group or partner work.

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

The materials support instructional flexibility with embedded tools for addressing diverse learner needs. Each lesson includes a "Meeting Individual Needs" section that distinguishes support for students below or above grade level. For example, in Unit 3, Week 1, Day 1, teachers are advised to focus on remediation through blending, dictation, and rereading decodable texts for those not yet mastering the week's phonics skills.

As it applies to enrichment, the same lesson suggests moving advanced students ahead in the phonics Scope and Sequence. The "Phonics Support for Above-Level Students" document expands on this, outlining 30 weeks of small-group routines, including spelling extensions, writing prompts, and daily enrichment tasks. Week 4 activities recommend giving students feedback on misspelled words and providing targeted revision strategies.

In the "Additional Resources" section, educators can access differentiated phonological awareness routines and intensive phonological awareness support, allowing for customized small-group instruction that directly addresses student readiness.

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	All criteria for guidance met.	9/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	All criteria for guidance met.	6/6
2.1e	All criteria for guidance met.	2/2
—	TOTAL	21/21

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 materials include a variety of instructional assessments at both the unit and lesson levels. Teachers use diagnostic tools, such as the Phonological Awareness and Comprehensive Phonics Surveys, three times per year to evaluate students' foundational reading skills.

Formative assessments are embedded in daily lessons and include a range of task types. Students build words using letter cards (e.g., building net after hearing segmented sounds), whisper-read passages like "Trading Then and Now," while the teacher circulates and provides feedback, and respond to comprehension questions using decodable texts. For example, in Unit 3, students work with final consonant blends and apply their knowledge through text-based responses.

Summative assessments appear at the end of units and include tasks focused on dictation and fluency. In Unit 6, students read and spell words such as *vine*, *life*, and *slide*, and complete a decodable sentence such as "I like a large slice of cake" to demonstrate spelling accuracy and fluency.

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

The materials include clear definitions and the intended purpose for the types of instructional assessments. For example, in the *Assessment and Screener Handbook Introduction*, it states a brief description of each assessment, as well as the purpose for the assessment. For example, the Comprehensive Spelling Survey consists of 25 words for students to spell, and they are divided into six skill categories ranging from least complex to more complex. The purpose of this assessment is to help determine specific skill needs of students.

The materials include a clear structure for using diagnostic and formative assessments. The Phonological Awareness Assessment helps teachers identify students who need additional time and support. Teachers use this data to plan targeted instruction. For example, students who score low on sound manipulation skills receive remediation using tools such as Elkonin boxes, letter cards, and tapping strategies.

The assessments track current skills and review content from prior weeks. For example, in Unit 3, teachers are directed to form small groups based on areas where students did not meet expectations, and then reteach those skills using blending, dictation, and decodable texts.

The program overview states that the assessments are intended to inform differentiated instruction and support lesson planning based on students' learning needs.

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

The materials provide a structure of support for teachers, through diagnostic tools like the Phonological Awareness Assessment and One-Minute Oral Reading Fluency Assessment. These assessments are administered three times per year, with explicit directions included. For instance, Subtest 8 tells teachers to "Say the word. Have the student repeat the word and tell you the sound at the end." The Oral Fluency and Phrasing Rating Rubric gives clear scoring guidance to assess reading fluency.

In daily instruction, assessments are closely tied to weekly phonics targets. For example, the Unit 4, Week 2 spelling assessment tests words such as *rich*, *think*, *hush*, and *pants*—all tied to consonant digraphs taught that week and the week prior.

Scripts for assessments, such as the "Produce Rhyme" subtest, are provided to support consistent administration. However, some summative assessments do not include clear guidance on fluency timing or how to mark student errors, which may result in varied scoring practices. The design includes structured opportunities for small-group assessment and progress-monitoring.

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

The materials demonstrate alignment with the TEKS and unit objectives, though this alignment is not always explicitly stated. For example, the Phonological Awareness Assessment includes tasks such as producing rhyming words, which aligns with TEKS 1.2.A.i. Instructional lessons, such as Unit 1, Week 1, prompt students to analyze and generate rhymes, reflecting both the assessment content and the TEKS objectives.

Summative assessments, including the Unit 6 Cumulative Assessment, include tasks such as spelling VCe (vowel-consonant-e pattern) words, which align with TEKS 1.2.C.i, although the specific standard is not cited on the assessment. In Unit 7, Week 1, students complete dictation exercises using words such as

goat, show, flown, and goes, and the sentence "We know how to grow plants at home," which align with TEKS 1.2.C.i through 1.2.C.iv.

The Comprehensive Phonics Survey includes the use of nonsense words to measure decoding skill, reflecting objectives from TEKS 1.2.B.iii related to decoding various syllable types. Formative assessments opportunities are also embedded in the instructional lessons. For instance, in Unit 3, Week 1, Day 1, students decode words like *trick* and *grill* and write corresponding letter blends, aligning with TEKS 1.2.B.i.

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

The assessments incorporate increasingly complex TEKS-aligned expectations. The Phonological Awareness Assessment begins with simpler blending tasks like *sun-shine* and advances to full word reconstruction.

Diagnostic tools like the Comprehensive Phonics Assessment and Comprehensive Spelling Assessment guide teachers in identifying decoding and encoding needs across short vowels to multisyllabic words.

Cumulative assessments administered weekly evaluate multiple skill areas such as spelling, reading, sentence writing, and fluency. For example, the Unit 10, Week 1 assessment includes spelling words such as *wrong, know, sign, gnat*, and *wrap*, followed by the sentence "How did you learn to write?" Meanwhile, the High-Frequency Word Screener starts with CVC (consonant-vowel-consonant) words and progresses to words with digraphs (*black*) and long vowels (*five, away*).

Daily instruction embeds formative assessments that mirror this structure. In Unit 9, Week 3, Day 1, students are asked to read, spell, and use high-frequency words in complete sentences during partner work.

This integration of assessment into instruction supports a dynamic flow of varying complexity.

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 materials offer detailed scoring support to guide instruction. Educators can use the Phonological Awareness Assessment to evaluate key skills like producing rhymes, and interpret results using the Next Steps chart. For example, students scoring 7–8 in rhyme production on the Comprehensive Phonics assessment scoring sheet (located in the *Assessment and Screener Handbook*) may require additional practice to solidify the skill. The Comprehensive Phonics Survey and Spelling Survey further refine placement decisions. When a student scores 0–6 on the "Long Vowels" section, teachers begin instruction at that skill set; if they score 9–10, they move forward.

There is also support for oral reading evaluation using the One-Minute Oral Reading Fluency Quick Checks, which include "Scoring Guidelines" that explain how to mark substitutions and omissions. Teachers compare student reading rates to national norms (e.g., Habrouck and Tindal's 50th percentile) to assess reading fluency.

These tools can help teachers diagnose, group, and instruct with precision, transforming assessment data into instructional strategy.

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

The materials strengthen instructional planning by helping teachers adjust to assessment results in real time. In the Unit 8 Cumulative Assessment, which focuses on r-controlled vowels (*ar, or, ur*), teachers identify fluency issues or specific phonics gaps.

The materials advise teachers to "select skills not yet mastered" and address them through targeted small-group lessons using decodable texts and dictation exercises. For example, the Grade 1 Unit 8 Cumulative Assessment provides the following "Next Steps" as guidance after the administration of the assessment: "Select those skills students have not yet mastered and form small groups around student needs."

In Unit 4, the "How to Use This Information" section under Spelling and Dictation instructs educators to analyze error patterns and select appropriate word lists or spiraled content for reteaching. For example, if students struggle with short *e* digraphs in a CVC context, the next lessons should incorporate both current and missed vowel sounds. In Unit 5, Week 3, if students cannot spell words with soft *c* and *g*, the "Check to See" box recommends more modeling.

Follow-up tasks like word sorting and writing allow students to deepen their understanding while enabling teachers to respond quickly and precisely.

The materials include instructional guidance for tasks and activities to target various skills, as determined by assessment data. For example, in Unit 5, Week 3, Day 2 Spelling/Dictation with Oral Segmentation, there is a "Check to See" box under the lesson, which guides teachers on what to do if students have difficulty with that skill.

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 materials provide robust resources to support teachers in monitoring phonics development and fluency. Teachers can use the High-Frequency Word 100-Word Screener and its corresponding Teacher Recording Form to track student decoding of the most common sight words over two testing periods, helping them adjust instruction based on gains or gaps.

The Print Concepts Quick Check also allows teachers to assess early reading behaviors, such as recognizing where to begin reading, and document progress three times annually.

Students can also monitor their own progress using a tracker to chart how many words they can read at each checkpoint. For example, the "Assessment and Screener Handbook" includes a "High Frequency Words Tracker" to accompany the "High Frequency Word 100 Word Screener." This tracker allows students to graph the high-frequency words they have learned in five-word increments. The tracker can be used during individual student conferences or during small-group instruction in order to help them understand their progress and set goals for future learning.

Using reflection tools provided, students can reflect on what they are good at, as well as what they need to work on at different points of time during the school year by answering questions such as, "What reading and writing skills are you good at?" and "What do you want to work on?" For example, the Grade 1 Assessment and Screener Handbook materials include student-friendly data trackers that allow students to record their growth and visualize their progress. The section of the handbook titled "Student Monitoring Tools" provides a student form called a "Quarterly Reflection Sheet" for students to monitor their progress.

These reflection tools foster higher-order thinking, giving students a structured way to set goals and recognize achievements throughout the school year.

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 grade 1 materials include structured and clear differentiation strategies. Teachers are provided with daily small-group guidance that focuses on reteaching essential skills, such as blending and decoding. For example, in Unit 1, Week 3, Day 1, the lesson includes activities like dictation and word-building using decodable texts.

Teachers also use Intensive Phonological Awareness routines, such as Segment Medial Sounds, to support students struggling with sound identification. These routines include corrective feedback strategies and multisensory tools, such as picture cards and movement activities. Scaffolded lessons support students through methods, such as previewing texts and echo reading.

Additionally, in Unit 5, small-group activities include using manipulatives to blend long vowel words, such as using magnetic letter tiles to build words with the *o_e* pattern.

These practices ensure that students needing extra support are engaged with customized lessons and hands-on assistance.

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 materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text. In Unit 8, Week 2, Day 4, the decodable reader "At Night" prompts teachers to teach key vocabulary, such as *owl*, *food*, and *wood*, using student-friendly definitions. Further support is embedded in Unit 8, Week 2, Day 5, with the poem "The Moon's the North Wind's Cookie," where students are taught to

identify sensory language. Teachers explain phrases such as "The Moon's the North Wind's cookie" to help students form mental images of the moon.

Additionally, in Unit 2, Week 1, Day 1, teachers pre-teach academic vocabulary, such as *challenges*, and guide students to engage in imagery-based activities by listening to a poem featuring a girl and a wolf.

These pre-reading routines help students connect with the material more easily and boost their confidence.

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 materials include clear instructions for enrichment and differentiation. In Unit 3, Week 1, Day 1, the lesson recommends that students who are excelling should be introduced to final consonant blends during small-group instruction, while their classmates concentrate on r-blends. There is also a Challenge/Enrichment word list featuring words like *froglet* and *droplet*.

Additionally, there is a thorough 30-week Phonics Support for Above-Level Students document that includes activities aligned with daily instructional components, such as building words, spelling/dictation, and writing about decodable texts. On Day 3, there is a strong emphasis on writing extensions, encouraging students who are ready to stretch their skills beyond the standard content.

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 materials provide direct modeling instructions with built-in supports such as videos and visual aids. For example, Unit 6, Week 1, Day 1, introduces the long *i* sound (spelled with final *e*) using a video and a sound wall card. The teacher is prompted to say, "Listen carefully as I say three words: like, *nice*, *fit*. The words *like* and *nice* have the long i "I" in the middle. The word *fit* has the short i "I" in the middle. It does not belong." This phoneme categorization is followed by guided modeling of phonics instruction using spelling-sound cards. In Unit 7, Week 2, Day 2, while blending words such as *met*, *mat*, and *meat*, teachers are given scripted steps and are instructed to use letter cards to substitute vowel sounds and model each new word.

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

The materials promote varied instructional methods that support different learner needs. Unit 6, Week 3, Day 1 includes teacher modeling through think-alouds while reading poems, student discourse with partners, and collaborative oral sentence building during high-frequency word practice.

In Unit 3, Week 1, Day 1, students engage in choral reading, "Spelling-Sound Correspondences" through written response, and multisensory word building using magnetic tiles.

Unit 5, Week 3, Day 5 also encourages shared writing and partner reading during "Poetry Out Loud." Students independently complete spelling and dictation tasks.

Unit 4, Week 3, Day 1 introduces flexible grouping and graphic organizers, guiding students to discuss and illustrate spring experiences.

These varied strategies reinforce phonics, vocabulary, and writing through speaking, listening, and tactile learning.

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 include diverse practice opportunities, including guided, independent, and collaborative practice for students to practice and apply the concepts they learn. For example, Unit 3, Week 1, Day 3 includes phoneme manipulation, collaborative brainstorming in "Talk to Write," and independent reading of decodables.

Teachers receive structured routines in Unit 6, Week 1, Day 1, with clear sections for modeling, introducing, and practicing phonics skills.

Additionally, the Unit 9, Week 2, Day 1 lesson includes guided practice opportunities within the following components of the lesson: phonological awareness, "Spelling-Sound Correspondences," blending words, and high-frequency words.

These routines help ensure instruction is delivered effectively in whole-group, small-group, and individual settings.

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	All criteria for guidance met.	2/2
3.3b	All criteria for guidance met.	1/1
3.3c	All criteria for guidance met.	8/8
3.3d	All criteria for guidance met.	1/1
—	TOTAL	12/12

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 effectively support linguistic development across all proficiency levels, emphasizing vocabulary development and sentence construction.

The guidance includes leveled scaffolds and embedded supports to promote English acquisition through structured routines. In Unit 2, Week 1, Day 3, a lesson uses sentence strips such as "Little Red is a girl," and questions like "Who helps Little Red at the end of the story?" to encourage discussion and text-based answers. The Multilingual Learners Resource "Routine: Read Aloud Informational Text" prompts students to engage with visuals and structured sentence frames such as "I learned that ____."

In Unit 3, Week 1, Day 5, integrated ELD (English Language Development) support provides substantial guidance for echo reading words like *park* and *river*, along with moderate support for reading simple patterned sentences.

The Multilingual Learners Resource suggests drawing to depict story events as a writing accommodation, as seen in Unit 4, Week 1, Day 3.

This multimodal approach provides students with appropriate entry points for academic discourse, while allowing them to build linguistic skills at their own pace.

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

The materials include detailed bilingual/ESL instructional supports that align with ELPS. Resources include Integrated Supports, Proficiency Level Descriptors, and Questioning Strategies, allowing teachers to tailor interactions based on students' language levels. For example, beginning-level students receive yes/no or either/or questions paired with visual supports. Unit 8, Week 2, Day 3 demonstrates this with The Sun and Moon activity where students sort sentence strips by day or night descriptions.

A good example of integrated support is illustrated in the Multilingual Learners Resource, which includes a "Primary Language Support Strategies" tab that explains how to use students' native language to support instruction.

The materials also feature a "Language Transfer Support" section in Unit 3, Week 2, Day 1, which helps teachers understand phoneme and grapheme transfer patterns, such as how the s sound appears in various home languages.

These embedded resources and practical strategies ensure that students receive accessible, linguistically appropriate instruction.

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.

The materials include embedded guidance that helps teachers support emergent bilingual students. In Unit 5, Week 2, Day 4, students orally use story words such as *emails*, *snow*, and *pizza*, and engage in Turn and Talk activities that require them to explain comprehension questions using structured prompts.

Written discourse is supported in Unit 7, Week 2, Day 1, which addresses spelling patterns not found in Spanish and other languages. Students use minimal pair exercises with words such as *me/he* and *seek/peek* to improve accuracy.

In Unit 3, Week 1, Day 3, students connect to their community by answering prompts about local helpers and sharing their ideas orally with a partner. The writing task in Unit 7, Week 3, Day 1 builds background knowledge by asking students to write about the past, while also practicing high-frequency word spelling with words such as *again*, *country*, and *they*.

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.

The materials include support for teachers in fostering metalinguistic transfer from English to the partner language. The Dual Language Resource suggests using students' prior learning in Spanish to introduce English concepts. For instance, during Week 1 of Unit 2, teachers are prompted to say: "You have learned about the vowel Ee in Spanish. Today you will learn about the short vowel Ee. The short vowel 'Ee' makes the 'ě' sound. The short vowel 'Ee' makes a different sound than the Spanish 'Ee'." The resource also highlights that Spanish speakers may confuse short *e* and *i*, such as in *pen* vs *pin*, and offers additional support for pronunciation.

The Contrastive Analysis Chart further explains that while *w* is used in both languages, its appearance in English is more frequent and follows different patterns.

Additional guidance is found in the *Bilingual Implementation Guide* for Unit 9, which offers charts in both English and Spanish for weekly skills and resources designed to strengthen metalinguistic understanding.

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 grade 1 materials include systematically sequenced phonics instruction. The curriculum introduces simpler sounds and spellings first, such as short vowels and consonant blends. It separates confusing sounds like *e* and *i* across different units to prevent overload. In Unit 2, students practice articulating short *e* and identifying words with that sound. By Unit 7, they compare and sort long and short *e* words.

The Scope and Sequence clearly shows *l*-, *r*-, and *s*- blends are taught in Units 2 and 3 before three-letter blends, such as *spl* and *str*, in Unit 4.

Instruction consistently follows this pattern: introduce the phoneme, practice its spelling, then apply it in reading and writing. For example, in Unit 3, students learn to identify *r*-blends, then decode words such as *bring* or *track*.

The progression ensures new skills are built on previous learning, preparing students to decode increasingly complex words.

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 materials include consistent and focused phonics practice using both isolated sound instruction and application through decodable texts. Each lesson introduces a phoneme, supports word blending and building, and connects the skill to reading. In Unit 2, Week 1, Day 2, students focus on the short *e* sound by reading and writing words like *bed* and *pen*, then reading the story "Little Red," which includes repeated target words. Later, in Unit 7, Week 3, Day 3, students work with long *i* spellings and practice decoding and spelling words such as *light* and *kite*, then read "Our Flag" to apply these skills in context.

These structured lessons help students connect sound-symbol correspondence to actual reading tasks.

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	All criteria for guidance met.	4/4
—	TOTAL	8/8

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

Grade 1 materials include consistent, explicit phonics instruction with teacher modeling. Lessons provide scripts for introducing sounds, building words, and guiding student responses. In Unit 1, Week 2, Day 1, teachers model the articulation of the short *i* sound using articulation videos and mirrors. Teachers say, "Listen carefully as I say three words: rag, sit, pick. Which one does not belong?" Students then identify *rag* as the word that lacks the *i* sound. In Unit 3, Week 1, Day 2, teachers model blending the word *drip*, saying, "Let us blend the sounds together and read the word: 'drrriip', drip." In Unit 6, Week 2, teachers model how adding " to *them* changes it to *theme*, emphasizing vowel changes.

These modeling routines follow a predictable structure that is consistently applied across units, supporting student mastery through repeated exposure and application.

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

Grade 1 materials include daily opportunities for guided phonics instruction paired with immediate feedback. For example, Unit 6, Week 2, Day 2, "Blend and Build Words with Phonemic Manipulation," provides a list of words for students to practice, such as *cube*, *cute*, *cut*, *hut*. The teacher says each word, and guides students to choose the correct letters to build the new word.

Lessons direct teachers to explicitly model new phonics patterns and to engage students in guided practice. In Unit 1, Week 3, Day 2, for example, students practice blending *log*, *lot*, and *dot* after the teacher models each sound. If a student mispronounces a word, the teacher is guided to restate the sound and have the student repeat the blend.

This routine helps students self-correct and reinforces accurate decoding.

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

The materials support daily phonics skill development through peer collaboration and individual practice. In Unit 3, Week 2, Day 1, students engage with high-frequency words by forming oral sentences with a partner. They also paraphrase a partner's response after discussing a poem about caring for the Earth. These activities promote vocabulary reinforcement and comprehension in a social context. Independent tasks include identifying words with shared initial sounds and writing s-blend words such as *skip*, *smell*, and *stop* after hearing them aloud. In Unit 4, Week 3, Day 3, students reread texts like "One Spring Day" on their own while the teacher monitors their progress. Additional practice involves underlining targeted phonics patterns and completing dictated writing exercises.

These activities ensure that students regularly apply and reinforce phonics skills in a structured, supportive environment.

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.

Grade 1 materials include a structured review system that appears each week, primarily on Day 5. The materials revisit skills from earlier units, reinforcing phonics concepts through dictation, blending, and spelling. In Unit 6, Week 1, Day 5, for instance, students review soft *c* and soft *g* in words such as *race*, *page*, and *stage*.

In Unit 8, Week 1, students revisit high-frequency words such as *boy*, *city*, *our*, and *great*, and then spiral back to words from Unit 7 such as *again*, *they*, and *country*.

Teachers use Elkonin boxes routine for segmenting, and students follow a predictable structure for blending and spelling activities throughout the curriculum, which supports cumulative learning.

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

The materials in grade 1 include systematic practice for phonics skills that have been explicitly taught. Lessons ensure students rehearse only what has been taught. For example, in Unit 4, Week 2, Day 1, students work with consonant digraphs *ch*, *tch*, and *wh*. They blend and read words using these digraphs after teachers model the sound and spelling patterns. In Unit 5, Week 2, the focus shifts to the long "o" sound using the VCe pattern. Students blend words like *globe*, recognizing the role of silent *e* in producing the long vowel sound.

Also, Unit 7 and Unit 9 include structured practice with vowel teams and diphthongs, such as *boy*, *joy*, *coin*, and *foil*, based on explicit instruction from the same or previous weeks. This targeted approach builds accuracy and confidence in reading.

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

The materials effectively build on phonics instruction through decodable texts that support previously taught skills. For example, Unit 5, "At the Lake," includes VCe words including *lake*, *shade*, and *make*,

which align with the instruction in that unit and earlier ones. High-frequency words such as *many* and *start* are also reviewed. Unit 9's "Our Town" focuses on vowel diphthongs *ou* and *ow*, reinforcing phonics patterns with words such as *about*, *before*, and *done*.

Teachers are guided to pre-teach only unfamiliar story words, ensuring students practice what they have already learned while building fluency and confidence.

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

The materials effectively build on phonics instruction through decodable texts that support previously taught skills. For example, Unit 5, "At the Lake," includes VCe words including *lake*, *shade*, and *make*, which align with the instruction in that unit and earlier ones. High-frequency words such as *many* and *start* are also reviewed. Unit 9's "Our Town" focuses on vowel diphthongs *ou* and *ow*, reinforcing phonics patterns with words such as *about*, *before*, and *done*.

Teachers are guided to pre-teach only unfamiliar story words, ensuring students practice what they have already learned while building fluency and confidence.

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 materials provide a structured, developmentally appropriate, and scaffolded assessment approach. The Phonological Awareness Assessment expands to include tasks such as substituting vowel sounds and deleting phonemes. By the end of the year, students should be manipulating multiple sounds, preparing them for advanced decoding.

The Comprehensive Phonics Survey assesses decoding from simple CVC words like *lat* and *ped* to multisyllabic nonsense words like *curbit* and *napsate*. Fluency is also measured through the One-Minute Oral Reading Fluency Assessment, which uses fiction and nonfiction grade-appropriate passages. Word recognition is tested through the 100-word High-Frequency Screener, beginning with simpler words like *the*, *is*, and *and*, then advancing to *because*, *over*, and *said*.

In daily lessons, formative checks are embedded, such as in Unit 5, Week 1, where students identify long *a* in *grape*, *spade*, and *bake*, and differentiate between *cap* and *cape* using letter manipulation activities.

Summative assessments, such as the Unit 4, Week 3 Cumulative Assessment, evaluate the spelling of three-letter blends (*scr*, *str*) and align directly with that week's TEKS-aligned phonics focus.

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

The Grade 1 Benchmark Phonics are observed to be a little more complex in phonics patterns and offer a layered approach to assessment. Students are monitored through formal screeners such as the 100-Word High-Frequency Word Screener, which aligns with TEKS 1.2.vi and includes a progression from simple words like *and* and *see* to more complex ones like *which* and *school*.

Weekly Cumulative Assessments provide an opportunity to evaluate spelling and decoding growth. For example, in Unit 6, Week 1, students are asked to spell VCe-patterned words such as *vine*, *life*, and *slide*, as well as read words like *ride* and *spine*.

In-class instruction embeds phonemic manipulation strategies, such as blending and building VCe words in Unit 6, Week 2, Day 2, where students who need additional support are directed toward small-group instruction.

The materials' design allows for daily and weekly evaluation to inform individualized support, while also allowing teachers to track student growth in decoding, encoding, and high-frequency word recognition.

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

The materials offer a complex set of phonological and phonics-based assessments that guide instructional support throughout the year.

The Phonological Awareness Assessment continues to be administered three times annually, evaluating increasingly advanced skills, such as sound substitution, vowel changes, and phoneme deletion.

At the beginning of the year, students might be asked to produce rhymes or segment initial and final sounds. By the end of the year, they are assessed on tasks like substituting vowel sounds and deleting specific phonemes.

Weekly Cumulative Assessments support progress-monitoring of phonics targets aligned with TEKS. For example, in Unit 2, students are assessed on initial and medial sounds of short *e* and *u*, and *l*-blends, while also reviewing short *o*, *i*, *a*, and *e*. Words included in the fluency cards, such as *us*, *plum*, *slot*, *fell*, *mess*, and *rub*, are read aloud while teachers monitor fluency and accuracy. Lessons like Unit 6 Week 1 Day 2 also provide daily embedded assessments where students segment phonemes in words like *prize*, and then apply the skill to other long *i* words, such as *while*, *smile*, and *drive*.

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	All criteria for guidance met.	2/2
4.5c	All criteria for guidance met.	2/2
4.5d	All criteria for guidance met.	1/1
—	TOTAL	6/6

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

The materials reinforce individualized instruction by offering tools that track and interpret student data with clarity. For example, the "Assessment and Screener Handbook" includes a "Recording Form" with the "High Frequency Word 100 Word Screener." The form tracks student knowledge of high-frequency words throughout the school year. It includes dates and directions for counting miscues and marking "any hesitations or self-corrections." Teachers are able to use the data collected to form small groups or address individual student progress and goals.

When students master short-vowel and consonant blend subtests within the Comprehensive Phonics Survey, the materials direct teachers to begin long-vowel instruction.

A 30-week accelerated plan tailored for advanced students is also included, supporting differentiated pacing.

Digital reports, accessible through the About History View, offer detailed error analyses—including pie charts that break down types of mistakes. This allows teachers to respond with targeted strategies such as reinforcing specific phonics patterns or integrating visual aids like letter cards.

Teachers can use both paper and digital tools in tandem to ensure instruction keeps pace with individual learning needs.

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

The materials provide teachers with print and digital data-management tools to document whole-class student progress on taught phonological awareness and phonics skills. For example, the Assessment and Screener Handbook includes a Class Record Form specifically for the Phonological Awareness Assessment. This form lets teachers easily document the outcomes for every student in each skill

category assessed. Teachers can then use the Phonological Awareness Assessment Next Steps guidance to pinpoint the specific needs of their class.

Using the Phonological Awareness Class Record Form, teachers can track the class's progress from each skill set assessed for the beginning, middle, and end of year. This document will help teachers make informed decisions to support students' learning.

The digital Placement Table displays each student's recommended starting level and unit for instruction, while the Class Overview dashboard helps teachers group students with similar needs. The About History View further assists in analysis by offering a Class History report that shows performance for each phonics skill over time. In addition, teachers can use data from the One-Minute Fluency Passage Recording Sheets to chart fluency growth across the year and to design whole-class fluency routines where needed.

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

The materials provide enhanced guidance for adjusting the frequency of progress-monitoring based on individual student performance. Initially, the program provided general monitoring strategies, including periodic reassessment for students receiving targeted support. However, it lacked explicit direction on how to modify assessment pacing based on student strengths or rates of progress. To address this, the publisher introduced a new Progress Monitoring Schedule that outlines differentiated monitoring intervals. This schedule guides teachers in determining when to reassess skills based on student proficiency, ensuring more responsive instruction. The new guidance supports timely identification of both students who require intervention and those who may benefit from extended learning opportunities.

The materials offer actionable guidance for teachers and allow for instructional pacing that reflects individual student progress.

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

The materials offer structured approaches for both intervention and enrichment, using assessment data to guide instruction. For example, the Unit 3 "Additional Resources" include "Phonics Support for Above-Level Students." This 30-week plan includes rationale for accelerated instruction and enrichment, as well as a detailed sequence of skills to use during small-group instruction or individual practice.

Teachers are directed to use resources like the *Multisyllabic Word Division Guide* on Benchmark Universe. For example, the Unit 9, Week 1, Day 1 lesson plan section, "Meeting Individual Needs," provides the following guidance, "For students above grade-level expectations, have students practice reading and

spelling multisyllabic words using known spelling patterns. For more guidance, refer to the Multisyllabic Word Division Resources on Benchmark Universe."

Enrichment suggestions, like the Word Sort Extension in Unit 2 Additional Resources, provide more complex word examples such as *flat*, *plan*, and *glad* to deepen student application.

In Unit 4, Week 1, Day 2, the "Blend and Build Words with Embedded Phonemic Manipulation" section provides teachers with Challenge/Enrichment Words to use with students who might be above grade level in this skill.

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	All criteria for guidance met.	8/8
5.B.1b	All criteria for guidance met.	4/4
5.B.1c	All criteria for guidance met.	4/4
—	TOTAL	16/16

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 include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods. In Unit 8, Week 2, Day 2, the "Build Knowledge and Vocabulary" section instructs teachers to model how intonation changes depending on punctuation. The guidance tells teachers to read sentences aloud using expressive tones and then ask students to observe the changes. By Day 3, the I Write activity supports guided practice and coaching. Students discuss whether the word *quiet* applies to day or night using sentence frames such as, "In the day, it is __. In the day, people __." These structured conversations support vocabulary development and oral fluency.

The Turn and Talk: Because . . . protocol adds depth by encouraging students to share opinions with rationale and follow up with partner responses.

The materials present a strong commitment to developing oral language and oracy through intentional, scaffolded instruction.

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

The materials include opportunities for students to actively engage in both social and academic communication, ensuring they can articulate ideas in varied contexts. The curriculum offers daily chances for students to speak and listen with intention. In Unit 1, Week 2, Day 1, following the reading of the poem "Baby Animals," students tell a partner what they learned and report their partner's ideas to the class. This reinforces attentive listening and respectful conversation.

In Unit 5, Week 3, Day 3, the "Turn, Talk, and Listen" section guides students to discuss how their lives might change if they had the technology described in the text.

For academic communication, Unit 1, Week 3, Day 3 includes a Plan Writing and Talk to Write activity where students draw and write the steps of a seed sprouting, then retell these steps using a Story Path protocol, receiving peer feedback. This fosters clarity of expression and collaborative learning.

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 materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. In Unit 10, Week 1, Day 3, during the "I Write" section, students are instructed to take turns asking each other questions to solve a riddle, promoting both active listening and critical thinking. Also, students participate in a partner discussion during the "Build Knowledge and Vocabulary" segment, where they explore how and why cats in a text use sound energy; this setting allows them to practice articulating their thoughts clearly.

Another strong example is presented in Unit 10, Week 1, Day 1, where students listen for sensory details in a poem and then discuss the sensory language with a partner and the class.

These activities help students develop their ability to listen for meaning and communicate ideas effectively.

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	All criteria for guidance met.	2/2
5.C.2c	All criteria for guidance met.	6/6
—	TOTAL	12/12

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 materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Lessons follow a progression from simple to more complex skills and separate commonly confused elements, such as the letters *b* and *d* or the sounds *a* and *e*. In Unit 2, Week 1, Day 1, students are introduced to the short *e* sound. The lesson models, "This is the letter *b*. It stands for /b/. This is the letter *e*, it stands for /e/. Listen as I blend the two sounds /be/. This is the letter *g*, it stands for /g/. Listen as I blend all three sounds /beg/." On Day 2, students are guided in spelling the word *ten* through segmentation and sound-letter mapping: "Ten has three sounds. I know the letter *t* stands for /t/. I will write the letter *t*." This progression ensures systematic development of decoding and encoding abilities.

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 materials in grade 1 build on phoneme-letter connections with explicit teacher guidance tailored to common misconceptions and pronunciation challenges. In Unit 4, Week 2, Day 2, the program offers step-by-step corrective feedback for blending. Teachers are directed to point to the missed sound-spelling, such as the *ch* in *chip*, state the corresponding sound *ch* makes the /ch/ sound, have students repeat the pattern, and then blend the full word again. This repetition reinforces phoneme-grapheme recognition.

Additionally, Unit 6, Week 1, Day 1 includes explicit instruction on connecting phonemes to letters within words, recommending explanatory feedback for students based on errors and misconceptions. Teachers instruct students to draw an arrow from the *e* to the *i* to illustrate how the two letters work together in

the *i_e* spelling pattern. These visual and kinesthetic strategies are especially valuable for addressing common spelling errors while strengthening orthographic mapping.

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 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. Instruction advances decoding with long-vowel patterns.

Unit 6, Week 1, Day 1 includes explicit instruction on VCe words with the long *i* sound using words such as *hide*, *bike*, and *time*. The teacher models blending, followed by structured student practice. Spiral review of soft *c/g* and long *a/o* ensures previously taught sounds remain active in instruction. On Day 2, students read "Mike Can Fix It," practicing decoding VCe words in decodable text through independent and partner reading. This structure supports the transition from decoding in isolation to application in a meaningful context. Instruction integrates explicit modeling, guided decoding, and opportunities to apply phonics skills through individual and small-group practice. Decodable texts align with the phonics focus and provide context-rich reinforcement.

These structured learning experiences support students in progressing from foundational decoding to fluent reading across multiple word types and reading contexts.

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 materials in grade 1 build on the kindergarten foundation by continuing the progression from simple to complex skills, starting with rhyme production and moving toward phoneme identification and manipulation. The sequence reflects a deliberate shift from larger to smaller sound units, aligned with TEKS. For example, in Unit 1, students are prompted to identify and generate rhyming words from pairs and to produce words that continue an alliteration pattern, such as "Uncle Upton ushers us uphill."

In Unit 5, students distinguish between long- and short-vowel sounds by identifying the odd word in a set, such as *code*, *stop*, *bone*. Lessons provide explicit guidance for teachers to help students isolate beginning, medial, and final phonemes. For instance, students listen to "sssăd" to identify *s* as the initial sound in *sad*. They also learn to segment words such as *rock* into *r-ö-k* to identify the final *k* sound.

These structured lessons support mastery of phonemic awareness—an essential skill for decoding and spelling.

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 materials include explicit instruction for teaching phonological awareness skills, providing recommended explanatory feedback to students based on common errors and misconceptions. These materials continue to use structured, direct instruction in phonological awareness, particularly in oral blending and segmentation. For example, in Unit 5, Week 1, Day 2, teachers are directed to provide

corrective feedback during blending practice, using the example, /gāāāvvv/, /gāāv/, /gave/. Teachers guide students to use counters and sound boxes to visually mark each sound.

Unit 5, Week 1, Day 1 lesson includes Language Transfer Support that targets Spanish speakers who may mispronounce final short *e* in words such as *bake* or *lake*. Teachers are guided to provide echo-reading practice and sentence repetition using examples such as, "That man can bake a cake," and, "Kate's cat will chase a snake."

These activities build accuracy and awareness while supporting students' linguistic needs.

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 materials include a variety of activities and/or resources for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). In Unit 1, Week 1, Day 1, the program introduces the short *a* sound. Students explore this sound using Sound Wall Cards (featuring a mouth forming the *a*), Picture Word Cards (e.g., *apple*), and Sound-Spelling Cards (featuring *Aa* and the word *cat*). On Day 1, students identify rhyming word pairs and generate their own rhyming words. On Day 2, they blend and segment words with short *a* while tapping each sound.

In addition, the Letter a Balloon Pop game encourages students to listen for *a* and select the correct words. Another digital tool, the Short a Sorting Game, allows students to distinguish and categorize short *a* and *i* words, promoting fine-grained auditory analysis.

In Unit 5, Week 2, Day 2, students explore long-vowel sounds through VCe words such as *hope*, *joke*, and *rope*. The students manipulate letter cards to change medial vowel sounds and use sound boxes for segmentation practice. A spiral review of VCe long *a* words is also included. The Long o Balloon Pop game reinforces vowel sound discrimination, while another interactive activity encourages sorting of long *o* words by listening and dragging the correct words into categories.

These varied activities support both initial instruction and repeated practice, aligning with TEKS expectations and reinforcing student mastery over time.

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 materials follow the structured sequence established in kindergarten, but incorporate greater complexity. Lessons begin with refining phoneme identification skills, as seen in Unit 1, Week 2, Day 1, where students identify the medial sound *i* in sets of words. This prepares them for more sophisticated blending and segmentation tasks. For example, in Unit 1, Week 2, Day 2, students blend the sounds *k-ĭ-d-z* into the word *kids*, and in the same week, they segment *kids* into its individual phonemes.

As phonemic skills mature, students engage in manipulation practices such as deletion and substitution. In Unit 4, Week 1, Day 3, students change *th* in *math* to *sh*, forming *mash*, thereby reinforcing phoneme substitution. In Unit 5, Week 1, Day 3, they add *m* to *an* to create *man*, and segment the resulting word into *m-ă-n*.

These activities offer repeated, varied exposure to phonemic concepts, and provide opportunities for cumulative review through structured and scaffolded practice.

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 materials provide explicit instruction in phonemic awareness, with multiple embedded opportunities for teachers to correct common student errors. Teachers are supported with direct feedback strategies that build foundational skills in sound manipulation. For instance, Unit 1, Week 1, Day 1 includes a routine for checking the transferability of the short *a* sound, with guidance to model articulation and have students use mirrors or peer observation.

In Unit 5, Additional Resources, the Phonemic Manipulation Routine (Addition) outlines a step-by-step process for helping students correct errors when adding phonemes. Teachers are advised to model the sound addition using letter cards and repeat as necessary.

Similarly, Unit 7, Additional Resources features guidance for deleting initial sounds. Teachers walk through the process orally and visually, segmenting the word into onset and rime (e.g., *s, end* → *send*) to clarify what should be removed.

These routines offer structured, error-specific instruction that strengthens students' phonemic awareness development.

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 materials include explicit 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. Lessons explicitly build decoding and encoding skills through targeted instruction and feedback. For example, Unit 3, Week 1, Day 1 introduces r-blends. The teacher models blending the word *frog* by sequentially articulating each phoneme and combining them into the full word.

In Unit 4, Week 1, Day 1, the digraph *th* is introduced. Students listen for the *th* sound in words such as *thing* and *thumb*, and teachers model blending the letters into words including *thin* and *thing*.

In Unit 6, Week 1, Day 1, students learn about long *i* spelled *i_e*. Teachers guide students through the blending of *hid* and transformation into *hide*, emphasizing the silent *e*. Encoding lessons such as spelling *drum* or *mine* reinforce the concepts. Students segment the word *mine* and write each corresponding letter sound, including the final silent *e*, deepening their understanding of the alphabetic principle.

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 materials in grade 1 include a variety of activities and/or resources for students to develop, practice, and reinforce phonemic awareness skills, by layering new learning on foundational phonemic awareness skills. For example, in Unit 8, Week 1, Day 1, students explore the *är* sound using an articulation video and digital "Sing Letter Song ar." They engage in teacher-guided blending activities using letter cards and reinforce their skills through digital games such as *är/ Sorting Game*, and *är/ Matching Game*.

Similarly, Unit 4 introduces the digraph *th* using a sound wall card and words such as *thing*, *thumb*, and *teeth*. Students practice using words such as *thin*, *thing*, and *frothing*, and then use Elkonin boxes and letter cards to build new words.

Additionally, in Unit 3, Week 1, Day 1, students work with r-blends using sorting activities and picture cards, identifying the odd word out in sets such as *tree*, *train*, and *tan*. They revisit previously learned sounds like *u* and *e* through review games, including an r-blends Balloon Pop game.

These activities reinforce phonemic awareness in engaging, scaffolded ways that promote mastery through spiraled instruction.

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 materials in grade 1 include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. The sequence begins with CVC and CCVC (consonant-consonant-vowel-consonant) words and progresses to more complex patterns, including VCe spellings and vowel teams. For instance, Units 1 and 2 emphasize decoding CVC words and reinforce short-vowel sounds. For example, students work with words such as *hop*, *cat*, and *red*.

In Unit 5, students encounter VCe spelling patterns with words such as *snake*, *rope*, and *place*," building on their prior phonics knowledge. Unit 7 introduces vowel teams, and students decode words such as *goat*, *teach*, and *reheat*.

The Scope and Sequence also guides teachers to provide cumulative assessments at the end of each unit to ensure students retain previously learned patterns.

These examples reflect commitment to a systematic and research-based sequence that aligns with the TEKS.

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

The materials include detailed scripts that guide teachers in delivering explicit instruction for grade-level sound-spelling patterns. In Unit 3, Week 2, Day 1, the teacher introduces consonant blends through the word *sled*, prompting students to isolate and blend *s* and *l*, explaining that *s* and *l* together form a consonant blend that produces two distinct sounds. Students practice pronouncing *s/* and identifying its components. In Day 2 of the same unit, the lesson employs Elkonin boxes for oral segmentation. Using the word *skin*, the teacher models each sound: "I know the letter *s* stands for */s/*. I will write *s*. Listen for

the next sound: /k/. I know that k stands for /k/, so I will write k." This continues until all sounds are mapped and written.

Additional guidance is illustrated in Unit 5, Week 2, Day 2, where students explore the long o vowel team in the word *joke*. Teachers use a pocket chart and letter cards to model spelling, stating, "The vowels o and final e work together to make the o say its name."

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)

The materials include various structured activities to support development and cumulative review of sound-spelling patterns. During Unit 4, Week 3, Day 1, students focus on three-letter consonant blends such as *scr*, *str*, and *spl*, writing the triblend they hear in words. The lesson incorporates guided and independent practice with blends and digraphs, including words such as *chop*, *lunch*, and *patch*. By Day 5, students complete dictation activities and cumulative review tasks to revisit consonant digraphs and blends, sorting words such as *pitches*, *bunches*, *lashes*, and *wishes* using a Pocket Chart.

These varied approaches reinforce pattern recognition while strengthening encoding and decoding fluency.

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 materials consistently provide structured decoding and encoding practice for taught sound-spelling patterns in isolation and connected text. Students begin by decoding words such as *snap* in Unit 3, Week 2, Day 1, using letter cards and sound-by-sound modeling. Magnetic tiles in small groups reinforce this skill. On Day 2, students read decodable texts such as "My Reading and Writing," containing words such as *Stan*, *spots*, and *smile*. Encoding instruction uses Elkonin boxes to guide students through segmenting and spelling words such as *skin*, followed by the sentence "I have the skill to skip and swim." On Day 3, writing prompts such as "Stan needs help with ___" encourage the use of taught patterns in original student writing.

These instructional steps blend phonemic awareness with spelling and reading, reinforcing learned patterns across multiple tasks.

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 materials include a structured approach to introducing high-frequency words. The program begins with a review of regular words introduced in kindergarten, such as *and*, *go*, *the*, *see*, and *she*. These are taught in Unit 1 through the Read, Spell, Write, Apply routine. Irregular words such as *little* and *you* are introduced in Unit 1, Week 2, Day 1, even before all related phonics skills have been formally taught. This prioritization aligns with their high-utility in connected text.

As students' phonics skills progress, more complex irregular high-frequency words, such as *when*, *because*, and *from*, are introduced in later units. For example, Unit 4, Week 3 features words like *their* that include syllable types still under instruction.

The materials also provide spiral review opportunities. For instance, Unit 6, Week 1, Day 1 revisits earlier words and adds new ones, such as *after*, *call*, and *large*.

The program ensures that students encounter these high-utility words multiple times across different instructional contexts, helping them commit both regular and irregular patterns to memory.

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 materials include consistent teacher support through the Read, Spell, Write, Apply routine. Teachers are guided to display each High-Frequency Word Card, say the word, and have students repeat it. The teacher then identifies both regular and irregular sound-spelling patterns. For example, in Unit 6, Week 2, Day 1, the word *off* requires emphasis on the double *f*, while *small* includes a caution that students may omit the final *l*. The lesson also presents *long* as a regular example, which can be sounded out using known spelling patterns. Teachers then lead students through spelling and writing the words before students use them in oral sentences.

Instructional videos extend support by modeling segmenting and mapping sounds to letters.

Earlier units, such as Unit 1 and Unit 2, provide foundational routines that highlight irregularities in words such as *to*, where *o* produces the *oo* sound.

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 materials build on the kindergarten foundation by expanding the depth and frequency of practice with high-frequency words. The same Read, Spell, Write, Apply instructional routine is used each week beginning on Day 1. Students continue to revisit these words during Day 3 and Day 5 lessons, while Days 2 and 4 integrate the words into connected texts. For example, in Unit 2, Week 1, students work with words such as *are*, *said*, and *an* and apply them in the decodable text "Little Red."

Encoding instruction is supported through dictation, interactive games, and sentence completion activities from the *Phonics & High-Frequency Words Activity Book*. Students encounter regular review through structured spiral activities.

In Unit 7, Week 2, teachers review previously taught words like *always*, *found*, and *your*. Students also apply prior knowledge in connected texts such as "Lee, Dee, and Zee," which revisits words from earlier units.

Instructional videos provide musical and visual memory cues for words such as *many*, *under*, and *why* while Word Builder games allow students to drag letter tiles to form target words.

These materials offer ample cumulative review to reinforce both decoding and encoding skills.

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 materials include a consistent structure for introducing and reinforcing high-frequency words, using evidence-based instructional strategies.

Teachers begin each week with the Read, Spell, Write, Apply routine to introduce new words, such as *boy*, *city*, *four*, and *great* in Unit 8, Week 1, and *why*, *many*, *right*, and *start* in Unit 5. Students practice reading and spelling the words in isolation and apply them orally and in writing through structured group practice.

Lessons incorporate videos that focus on segmenting and spelling to support memory retention. Decodable readers such as "Mark and the Stars" and "Grandpa's Party" offer opportunities to see these words used in context.

Students further reinforce their learning by writing their own sentences in activity books and during guided practice. Instructional tools, such as Elkonin boxes and letter cards, provide tactile, visual, and auditory support.

Weekly activities often include revisiting words from prior weeks to promote cumulative learning, as seen in spiral review tasks.

Digital games and hands-on sentence-building activities ensure consistent and engaging exposure to both current and previously taught high-frequency words.

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 materials for grade 1 include a clear and systematic sequence for introducing grade-level syllable types and syllable division principles as outlined in the TEKS. The materials present a clear and systematic sequence for teaching syllable types and division principles as required by TEKS 1.2.Bii. Instruction begins with closed syllables in early units, such as Units 1–4, followed by VCe syllables in Units 5 and 6, open syllables in Unit 7, r-controlled syllables in Unit 8, and vowel team syllables in Units 9 and 10. For instance, Unit 6, Week 1 focuses on decoding and encoding words with VCe patterns such as *like* and *dime*. These lessons are intentionally placed before the introduction of more complex vowel teams such as *-igh* in Unit 7, Week 3.

The progression ensures students build foundational knowledge before encountering irregular sound-spelling patterns.

The materials also include modeling of syllable division strategies, helping students identify and split words.

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 materials provide clear guidance for teachers to deliver explicit instruction on decoding and encoding one-syllable words using syllable types. For example, Unit 4, Week 2, Day 2 explicitly defines closed syllables through modeled examples such as *ship*, *chip*, and *whip*. Teachers help students identify the final consonant that keeps the vowel sound short and support them in blending phonemes. The teacher script introduces the concept of a closed syllable in accessible terms, stating that these words contain only one vowel sound ending in a consonant, which keeps the vowel short.

Encoding instruction is equally direct. For example, in the same lesson, students are prompted to build and write the word *match* using sound segmentation. Teachers model oral spelling and connect each sound to a letter, including the final silent *e* in VCe syllables, using words such as *mine*.

Earlier lessons, such as Unit 3, Week 2, Day 1, provide similar explicit instruction for decoding words with s-blends, including *spot* and *spin*, and for encoding words like *sled*.

These lessons include step-by-step scripts that tell the teacher exactly what to say and do.

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 materials consistently include structured opportunities for students to build and reinforce decoding and encoding skills using both one-syllable and multisyllabic words. Lessons such as Unit 7, Week 2 provide a teacher-led "Blend Words" session with explicit modeling using words such as *greet*, followed by guided blending of words including *fifteen* and *cheerful*.

Students also engage with decodable texts such as "Playing Games" and "Grandpa's Party," as well as the "Phonics Skills Song: Counting Syllables Song."

Encoding instruction includes scripted guidance for building words such as *meat*, *meal*, and *weekend*, along with spelling practice using Elkonin boxes and writing sentences using targeted words such as *feast* and *little*.

Digital resources like the Long e Vowel Teams and Single Letters matching game further support cumulative review. Additional practice occurs in Unit 8, Week 3, Day 3, where students delete syllables in compound words, reinforcing closed syllables, and apply skills with r-controlled vowels using the decodable text "Cloud Shapes."

Earlier units, such as Unit 3 and Unit 7, also offer daily routines to blend, build, and encode words using interactive phonics songs, charts, and dictation tasks.

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 materials consistently support students in building decoding and encoding skills for both one-syllable and multisyllabic words. Lessons offer structured practice in applying syllable types in isolation and

through cumulative review in connected texts. Instruction begins with teacher modeling and guided practice. For example, in Unit 10, Week 3, Day 1, the teacher models decoding *silly*, followed by guided decoding of *monkey* and *sleepy*. Students then read the decodable texts "Light and Shadow" and "Lights at Night" to reinforce their understanding of both one-syllable and multisyllabic words in context.

Encoding activities are equally structured. On Day 1, students use magnetic tiles and work mats to spell words such as *picky*, *sunny*, *jolly*, and *holly*. The lesson also guides students to spell *key* and *fifty* and to write a sentence using multiple target words.

Additional lessons (e.g., Unit 6, Week 1, Day 2) focus on VCe syllables, encouraging students to segment words such as *take*, *mistake*, and *lunchtime*, and then apply that knowledge in decodable text such as the poem "Once I Saw a Little Bird."

These activities allow for meaningful decoding and encoding across isolated words and texts that build on prior instruction.

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 materials include a clearly structured, TEKS-aligned sequence for introducing grade-level morphemes. This sequence is evident across units and supports both explicit instruction and repeated practice. Instruction begins with plural nouns using the suffix *-s*, introduced in Unit 1, Week 2. Teachers guide students to identify the meaning of the *-s* suffix through texts such as the poem "Baby Animals," where they explore how adding *-s* makes nouns plural. This is followed by regular instruction on *-ed* in Unit 3, Week 3, and *-ing* in Unit 4, Week 1.

The materials also revisit each suffix through spiral review in Units 2 and 4. Students engage in partner work and oral sharing to reinforce learning, such as forming past tense sentences with *-ed* words like *tend* and *water*. In addition, Unit 6, Weeks 2 and 3 introduces spelling changes such as dropping the final *e* and doubling consonants.

Overall, the materials provide a thorough and consistent approach to teaching morphemes.

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 materials include consistent teacher guidance to support the recognition of common morphemes and apply their meanings to support reading and writing. Lessons introduce inflectional endings such as *-ed* early in the year. In Unit 1, Week 2, Day 2, teachers guide students in understanding the plural marker *-s* using the word *cubs*. The lesson connects phonics to reading by encouraging students to find other plural nouns in the poem "Baby Animals." In Unit 3, Week 3, Day 2, instruction on *-ed* continues. Teachers model with verbs such as "land" and "landed" and explain how the suffix changes the word's meaning. They also explore this concept within poems such as "Firefighters," helping students apply the skill in

context. On Day 5, students revisit *-ed* using the poem "We Have a Little Garden," working in pairs to create past-tense sentences using words like *water* and *tend*.

Later in the year, lessons expand to prefixes. In Unit 7, Week 2, Day 2, the materials introduce prefixes such as *un-* and *re-*. The teacher explains that *reheat* means "heat again." Students apply this knowledge by spelling and using the word *unfamiliar* and practicing with *unwrap* in context.

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 materials include a variety of activities and/or resources for students to develop, practice, and reinforce morphological skills through cumulative review. The program includes repeated, focused instruction on inflectional endings, such as *-s*, *-ing*, and *-ed*. This instruction occurs across multiple weeks and units, ensuring that students receive both initial exposure and cumulative review. Teachers guide students through direct instruction followed by various practice activities. For instance, in Unit 2, Week 2, students learn to add *-s* to nouns and verbs using words such as *wants* and *helps*. They then write about what they have read, reinforcing both decoding and encoding.

In Unit 4, Week 1, students review *-s* and begin learning *-ing*. They rewrite sentences to reflect present-tense action, such as changing *reading* to show ongoing action.

Unit 6, Weeks 2 and 3 spiral this instruction using decodable texts like *A Hat for Pete* and *Painting in May*, phonological awareness activities, and Elkonin boxes to support spelling. Assessment materials, such as those in Unit 2's cumulative assessment, reinforce the *-s* ending with words like *ribs* and *cuts*.

The materials provide repeated exposure to morphemes in multiple formats, which allows for building foundational morphological understanding and supporting long-term retention and application in reading and writing.

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 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). For instance, in Unit 1, Week 2, students blend and segment plural nouns with the *-s* ending, such as *kids*, *lips*, and *lids*. The "Spelling/Dictation" section guides the teacher in modeling words like *pigs* and *rips*, followed by student practice with *lips*, *wins*, and

hits. By Day 4, students encounter plural nouns in context while reading "Get a Big Pot," which features target words such as *plants* and *seeds*.

In Unit 4, Week 1, students decode words with the suffix *-ing* in texts including "The King's Wish." Encoding practice comes after, where students change verbs from past to present, such as modifying *kissed* to *kissing*. They also segment and write words including *shopping* and *ringing*. In Unit 6, Week 2, students add *-ed* and *-ing* to base words such as *bake* and *lose*. Later, in Unit 10, they read and write words such as *helpful* and *helpless*, reinforcing decoding and encoding skills through poetry and descriptive sentence writing.