

Benchmark Education Company, LLC

English Phonics, K

Benchmark Phonics Texas Edition, K

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798331845131	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	95 out of 95	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	<u>1</u>	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	<u>14</u>
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.

The materials provide a clear scope and sequence aligned with the ELA (English Language Arts) Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS). The materials include foundational literacy skills such as phonological awareness, alphabet recognition, and early writing development that are scaffolded throughout the instructional year. For example, in Unit 1, Week 1, phonological awareness activities focus on recognizing rhyme and blending onset-rime patterns.

The material also supports guided and independent practice and includes beneficial support for English learners. It provides a combination of repeated exposure, visual support, and spiraled fluency activities that foster early reading and listening comprehension while simultaneously developing vocabulary in a highly engaging, age-appropriate way.

1.1b – Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, 210).

The materials reviewed present a thoroughly structured pacing system that aligns with the TEKS and ELPS, providing whole-group and small-group focus skills for each day of the week.

The program has three instructional pacing calendars for 165 days, 180 days, and 210 days, respectively, an option that gives teachers the flexibility to adjust instruction based on student needs and local scheduling. 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.

The daily pacing structure, combined with clearly identified TEKS and ELPS objectives, ensures continuity of instruction and appropriate scaffolding for emerging readers and English-language learners.

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 reviewed communicate the rationale for unit order and progression of skills. The "Program Overview" includes a chart based on Scarborough's Reading Rope, illustrating how the various strands of early literacy, such as phonological awareness, phonics, vocabulary, and decoding, are intertwined to build proficient reading.

A "Phonological Awareness Overview" is provided to explain how instruction starts with foundational listening skills and gradually increases in complexity, building up to the introduction of CVC (consonant-vowel-consonant) word reading and a bank of high-frequency sight words. For example, the fifth bullet point says, "Progress from simple to more complex sounds." This means students can start learning consonants and short vowels at the same time. It will help them sound out and read simple words faster, like Blevins suggests in *Phonics from A to Z*.

The materials demonstrate that each skill builds on the previous one, forming a coherent system of learning. Visuals such as the Effective Phonics and Word Study graphic show how kindergarten sets the stage for phonics fluency and future grade-level reading tasks.

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

The materials provide clear and comprehensive support for teacher preparation and unit internalization. Each unit begins with a Skills at a Glance overview that outlines the unit title, key phonics skills, spiral review components, and high-frequency words for the three-week instructional period. For instance, Unit 6, titled "Stories Have a Message," clearly identifies weekly skills, such as letter-sound correspondence and high-frequency word instruction.

The accompanying Resources at a Glance tool helps teachers gather materials in advance, including decodable texts, sound-spelling cards, picture cards, and digital components.

Lesson-level preparation is further enhanced by the Walk-Through of a Week document; for example, Unit 1, Lesson 1, Day 3, integrates English Language Development (ELD) supports tailored to the needs of diverse learners. In addition, lesson plans such as the Alphabet Recognition activity in Unit 1, Lesson 2,

include step-by-step instructions and visuals to guide teachers through effective modeling and guided practice.

The layered support in the material equips teachers to deliver structured, inclusive, and developmentally appropriate literacy instruction.

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

The materials provide foundational guidance to support school leaders in identifying and monitoring high-quality phonics instruction in kindergarten. Initially, this was delivered primarily through the "12 Essentials for Phonics Success" in the "Program Overview," which outlined key elements, such as repeated review, the use of decodable texts, and the application of the gradual release model. These essentials also emphasized the importance of students practicing phonics through reading and writing tasks aligned with the phonics focus, as well as the need for teacher expertise in research-based routines.

Following reviewer feedback, the program has strengthened this support by adding two new resources designed specifically for instructional leadership. The first document (EX1) outlines program-specific "look-fors" that allow administrators to evaluate the alignment and fidelity of *Benchmark Phonics* implementation in the classroom. The second (EX2) offers a more general phonics observation tool.

Together, these enhancements directly respond to the need for more actionable tools and ensure that leaders are equipped to support and sustain effective phonics instruction at the classroom level.

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 guidance for teacher preparation, particularly in the development of content knowledge and skill progression. Each unit begins with a detailed Skills at a Glance overview. For example, in Unit 5, phonological awareness and primary phonics skills are laid out across three instructional weeks.

The spiral review embedded within the unit reinforces previously taught content, specifically letters *b*, short *u*, and *r*, to promote retention and scaffold new learning.

Although the unit is missing academic vocabulary definitions, teachers are given a suite of professional learning videos, such as the Phonemic Awareness video in the Benchmark Phonics Routines library, that explains essential concepts like rhyme, alliteration, segmentation, and phonemic manipulation.

These identified tools, when combined, will help teachers effectively teach the concepts in the unit.

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

The materials provide consistent, well-structured support for family engagement through unit-based Home-School Connection Letters available in both English and Spanish. Each letter outlines the weekly instructional goals, high-frequency words, and phonics concepts to be taught, along with suggestions for home-based activities. For example, in Unit 5, the letter informs guardians that in week 1 students will study consonant *Bb* and the high-frequency words *and* and *you*; in week 2, they will study short *u* and the high-frequency words *and* and *big*; and consonant *Rr* with an expanded high-frequency word list including *has*, *he*, *little*, and *play* in week 3. These letters also offer tips for using the *My Reading and Writing* book at home and suggest pages from the Activity Calendar, such as pages 34 and 35 in Unit 2, to reinforce learning.

The mirrored Spanish versions ensure that non-English-speaking families are equally empowered to support their children's literacy development.

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 illustrate structured and standards-aligned lesson plans designed for daily use within a five-day instructional week. Each lesson includes learning targets that align directly with the TEKS and ELPS, along with a clear progression of phonics skills. For example, in Unit 2, Week 2, Day 1, the lesson plan lists specific standards (e.g., K.2.A.viii, K.2.B.i, K.2.C.iii, K.2.E, K.5.D), with a learning target of isolating the initial *t* sound. The lesson includes scripted questions to check understanding, such as: "What does Tam do first? Is Sam happy to see the truck? How do you know?" These support both content comprehension and language development.

Lessons are paired with comprehensive material lists, including sound-spelling cards and high-frequency word cards, and each week concludes with "Cumulative Assessments." A strong emphasis on oral language, spelling/dictation, and connected text reinforces phonics mastery through spiraled review and scaffolded activities.

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 reviewed provide teachers with guidance on the resources and timing necessary for lesson execution. Each unit includes a detailed Resources at a Glance chart that outlines both teacher and student materials for each week. For example, in Unit 1, Week 1, Day 1, the lesson calls for tools like the *Build Reading Foundations Big Book* (e-book V1, pp. 2–3), *My Reading and Writing* (pp. 4–5), letter cards or magnetic letter tiles, and week 1 instructional slides. These resources are complemented by a list of decodable readers, such as *The ABC Train*, *A to Z Animals*, and *On the Farm*, which provide practice aligned to the week's target sounds. Lessons also include specific time allocations, such as 10 minutes for Build Knowledge and Vocabulary, 15–20 minutes for Letter Recognition and Phonological Awareness, and 10–15 minutes for small-group and independent activities.

The structure and arrangement of the materials allow for balanced whole-class instruction, targeted practice, and formative assessment opportunities throughout the week.

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

The materials provide straightforward and actionable guidance for supporting differentiated instruction through dedicated sections such as Meeting Individual Needs. In Unit 3, Week 1, Day 1, the lesson includes targeted support for students performing below grade level. Teachers are directed to revisit foundational skills such as blending, dictation, word building, and reading decodable texts (this is perhaps to ensure that struggling students are receiving repeated exposure and structured practice). For students ready for enrichment, the same lesson encourages teachers to introduce next-step skills from later in the phonics sequence during small-group instruction.

Under the Additional Resources tab, tools like Phonics Support for Above-Level Students: 30-Week Plan—a five-day routine for each week—is offered, complete with a focus on blend and build activities, spelling/dictation, word sorts, and decodable text writing. These resources ensure that both acceleration and intervention are embedded within the core instructional framework.

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 reviewed include assessments that guide both instruction and student progress-monitoring.

Diagnostic tools, such as the Phonological Awareness Assessment and the Comprehensive Phonics Survey, are administered at multiple points throughout the year to capture a comprehensive picture of students' foundational skills.

Teachers are encouraged to use formative assessments embedded in daily instruction, such as having students touch their heads when hearing words that start with *t* or partner-read as the teacher simultaneously monitors their fluency and blending accuracy. For example, in Unit 2, Week 2, Day 1, the students listen for initial sounds and demonstrate understanding through movement-based activities. Specifically, students are asked to touch their head every time they hear a word that begins with *t*.

Each unit culminates in a "Cumulative Assessment" that checks for skills like sound recognition, spelling, and dictation. In Unit 6, students are asked to spell and read simple words like *ten* and *net*, and apply their knowledge in the sentence "I see no men."

Teachers are also provided guidance on how to analyze errors and use the results to form small groups or spiral review.

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 Phonics Survey consists of 50 nonsense words to confirm students' decoding skills.

The materials provide a comprehensive system of instructional assessments that help teachers monitor student learning and adjust instruction.

The diagnostic tool most frequently used is the Phonological Awareness Assessment, to identify students who need intensive support. For example, if a student scores between 0–6 on phonemic awareness skills, the program recommends pulling from the *Intensive Phonological Awareness* resources to provide targeted practice.

Although labeled as Formative, "Cumulative Assessments" serve as the primary routine checkpoints for recently taught phonics skills and those taught over the previous four to six weeks. These assessments include clear Next Steps for teachers. For instance, in Unit 3, if many students are struggling with short *e* while the current focus is short *u*, the program advises integrating short *e* words into that week's blending and dictation activities. It can also be used as a summative assessment.

Teachers are also guided to form small groups and adjust lessons accordingly, ensuring students retain foundational skills before moving forward.

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

The materials provide teachers with clear, scripted guidance to ensure both consistency and accuracy in assessment administration.

The Phonological Awareness Assessment Schedule recommends administration of assessments three times a year and includes specific subtests for each window. For example, Subtest 6, Delete Syllables, instructs the teacher to say the word and have the student repeat it without the first syllable. Similarly, the Letter Name Assessment guides teachers to prompt students with, "Can you look at all of the letters and tell me the names of the ones you do know?" if they are unsure. Unit-based "Cumulative Assessments" are aligned with instruction. In Unit 2, Week 1, students are tested on sounds *a*, *m*, and *s*, which mirrors what they practiced in the Blend Words activity.

Detailed instructions for procedures ensure that assessments are administered in a uniform manner. However, the lack of time guidance for responses in some assessments, like the Letter Name and

Comprehensive Phonics Survey, may impact accuracy. Training videos such as How to Assess help clarify expectations, including defining automaticity as responding within two seconds.

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

There is an observed alignment between instructional assessments and the TEKS standards. Even without clearly listed TEKS references, the assessments clearly align with the content. For example, the Phonological Awareness Assessment includes a subtest where students clap syllables, which directly aligns with TEKS K.2.A.iv (identifying syllables in spoken words).

Diagnostic tools such as the "Letter Sound Assessment" also support TEKS K.2.B.i, as students are asked to point to letters and say their corresponding sounds.

Formative assessments such as those found in Unit 1, Week 1 ask students to give a thumbs-up for words beginning or ending in *s*, reinforcing early phonemic awareness.

Summative assessments, such as the Unit 2 and Unit 5 "Cumulative Assessments," test sound recognition and word decoding using VC (vowel-consonant) and CVC words (e.g., *man*, *tan*, *Sam*), aligning with TEKS K.2.B.

The materials also include unit-specific spelling and dictation activities, such as in Unit 7, Week 1, with words like *web*, *wig*, and *wet*, that connect directly to K.2.C objectives.

Although the assessments reflect strong alignment to TEKS and instructional goals, they often omit specific TEKS coding, requiring teachers to cross-reference them with lesson plans or pacing guides.

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

The assessments provide a structured and tiered approach to phonics instruction, grounded in TEKS-aligned expectations and progression across multiple levels of complexity. Assessments include screeners such as the Letter Name, Letter Sound, and Handwriting Assessments, which guide students through identifying and writing both uppercase and lowercase letters. There is a clear progression from less to more complex letter forms to retain.

The Phonological Awareness Assessment is oral and requires responses like clapping syllables in *happy* or blending and segmenting phonemes as in changing *let* to *lot* to *log*.

Unit-based "Cumulative Assessments" reinforce mastery with weekly spelling and dictation tasks. For instance, in Unit 5, Week 3, students spell words like *rip*, *rat*, and *run*, and read the sentence, "The rat can

play." In Unit 9, Week 3, spelling words include *hope*, *joke*, and *nose*, followed by the dictation "Did he come home?"

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 provide educators with a structured system to assess students' phonics development and take targeted instructional action.

Teachers are able to use tools such as the Phonological Awareness Assessment and its corresponding Student Record Summary Form to monitor skill progression across the year. For instance, when students score 0–6 on Word Awareness, the system recommends intensive instruction, while scores of 9–10 confirm skill mastery.

Teachers are also equipped with the Print Concepts Quick Check, which prompts them to ask questions like "Where is the cover?" and score students based on their responses.

To guide small group instruction, the Comprehensive Phonics Survey includes a Placement Into Tier 2 and Tier 3 Support document. For example, in the Short Vowels section, students who score 0–6 should begin focused instruction in that area. Additionally, the One-Minute Oral Reading Assessment provides scoring rubrics that help teachers interpret phrasing, fluency, and comprehension.

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

The materials provide guidance for teacher response to student performance trends through embedded assessments and clearly outlined next steps. After administering the Unit 8 Cumulative Word Fluency Assessment, which assesses phonics skills for letters k, y, v, and q, teachers check for both accuracy and automaticity.

The materials encourage teachers to analyze errors for learning decay and use these patterns to group students for reteaching. For example, when students show difficulty with short e sounds while the current unit targets short u, the teacher is advised to supplement blending and word-building activities with additional short e practice. The Next Steps section explicitly recommends reteaching with blending, dictation, and decodable texts during small-group time.

Additionally, in Unit 6, Week 1, the Check to See box prompts teachers to offer extra modeling if students struggle with segmenting and spelling, instructional tasks such as Elkonin boxes and letter cards, thus helping teachers reinforce skills directly tied to assessment data, ensuring that instruction remains fluid and adaptive.

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 offer teacher guidance on tracking student progress using multiple tools that capture growth across the school year.

The Phonological Awareness Assessment includes a Student Record Summary Form and a Class Record Form, which allow teachers to document individual and whole-class trends across three checkpoints. Similarly, the Print Concepts Quick Check provides a teacher-friendly form to log student understanding of book handling and print directionality over time. Teachers also use the "Letter Sound Assessment" Recording Form to track speed and accuracy of letter-sound recognition in two separate sessions, enabling comparisons across intervals.

Students can actively participate in tracking their own learning through engaging tools such as the Letter Name Smileys and Letter Sound Stars—visual trackers they color as they master letters and sounds in sets of five, up to the full alphabet.

These progress-monitoring strategies promote ownership of learning and provide concrete benchmarks for growth.

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 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. Teachers get daily tips on how to help students who might struggle with mastering the skills expected at their grade level. The curriculum includes dedicated small-group sessions for focused reteaching, using engaging tools like letter cards, magnetic tiles, and Elkonin boxes. For instance, in Unit 1, Week 2, Day 1, there are activities centered around blending sounds, dictation, and reading simple texts.

Additionally, teachers can tap into routines from the *Intensive Phonological Awareness* resource to boost phonemic awareness. A great example is the Segment Initial Sounds activity, which comes with clear step-by-step instructions, a helpful word bank, and multisensory supports like colorful blocks.

There is also scaffolded support available, such as previewing upcoming texts and echo reading, which helps build vocabulary and confidence before diving into whole-group lessons.

These support features work together to ensure that students who need a little extra help get the structured, hands-on support they need.

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. Teachers receive direct instructions for teaching words before students encounter them in texts. For example, in Unit 8, Week 2, Day 4, the decodable reader *Mom and the Cubs* includes guidance to pre-

teach story words such as *home*, *swim*, and *to*, using student-friendly definitions. In Unit 8, Week 2, Day 5, students analyze descriptive language in the poem *Snow City*. Teachers guide students to imagine sensory experiences through phrases such as "glides quietly down."

Similarly, in Unit 2, Week 3, Day 3, during the Talk to Write section of *I Draw and Write*, teachers use visual aids such as pictures of decodable words to help students act out or describe their favorite kind of dog, anchoring understanding through contextual clues.

Additionally, Unit 5, Week 1, Day 2 instructs teachers to build vocabulary by reading and spelling words such as *pig*, *big*, and *ball*, and then providing simple definitions and oral practice.

These methods promote vocabulary growth in real reading environments, making it easier for students to grasp the texts they come across.

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 guidance for differentiating instruction and providing enrichment opportunities for advanced students. For example, in Unit 3, Week 1, Day 1, the Small-Group and Independent Practice section recommends teaching a more advanced phonics skill during small-group time. This applies to students exceeding grade-level expectations. While the class focuses on short *i*, *n*, *t*, *m*, and *s*, teachers introduce the short *o* sound to advanced students. In addition, the Blend Words section includes a Challenge/Enrichment word set: sit, fit, bit.

Unit 1 also provides a 30-week enrichment plan called Phonics Support for Above-Level Students. This plan outlines differentiated activities. These include building words, conducting word sorts, and reading and writing with decodable text. Day 1 of the plan focuses on high-frequency words, while days 2 and 4 center on reading decodable texts.

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 kindergarten materials include clear, direct prompts to support teachers in modeling and explaining new concepts. For example, in Unit 6, Week 2, Day 1, when introducing the grapheme *g* and its corresponding sound *g*, the teacher uses an articulation video and a sound wall card. The prompt says, "Listen for the sound at the beginning of goat: 'g'. Say the sound with me: 'g'." It continues by comparing words such as *girl* and *gate*, and later *bag* and *wig*, to guide students in identifying the *g* sound at the beginning and end of words.

Additionally, the Phonemic Awareness Routines include explicit directions and mini-videos that show teachers how to model rhyming, blending, and phoneme manipulation. For example, in Unit 7, Week 2, Day 3, the teacher is guided to model word building by saying, "Watch and listen as I say mop slowly: /mmmooop/," and using manipulatives to reinforce each sound.

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

The kindergarten materials offer clear guidance for effective lesson delivery using multiple instructional strategies. Lessons such as Unit 8, Week 1, Day 1 include whole-group direct instruction, small-group instruction for reteaching, independent practice, and differentiated support. In Unit 1, Week 2, Day 1, students chorally read the repeated phrase "Air and light" from a poem, followed by partner discussion using the Turn and Talk protocol.

Teachers reintroduce concepts in small groups and provide time for students to reread texts independently. The I Draw and Write activity in Unit 6, Week 3, Day 3 recommends giving additional fluency practice by having small groups reread aloud. This lesson also promotes oral language development through partner discussions and writing support using sentence stems.

Lessons incorporate hands-on activities such as T-charts to categorize concepts, enhancing student understanding through both verbal and written expression.

3.2c – Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

The materials support various types of practice, including guided, collaborative, and independent work, with structured guidance for teachers. For example, in Unit 3, Week 1, Day 3, the phonological awareness activity guides students to clap twice if they hear the *i* sound in the middle of a word pair, encouraging active listening during teacher-led instruction. The Talk to Write section prompts students to collaborate by discussing what Sam does before writing about what they would like to do with a pet.

Teachers follow clearly labeled sections such as Model, Practice, and Small Group Instruction to implement lessons effectively. In Unit 6, Week 1, Day 1, Spelling-Sound Correspondences routines include explicit prompts for introducing and practicing phonics skills in both whole-group and small-group 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 include teacher guidance on linguistic accommodations, directly aligning with the ELPS to effectively support multilingual learners in developing their academic language skills. To facilitate this, the resources offer clearly defined proficiency descriptors such as Beginning, Intermediate, Advanced, and Advanced High, along with specific strategies tailored to each level. For instance, a Beginning learner has little to no English ability, while an Intermediate learner demonstrates limited ability, using simple language structures and high-frequency vocabulary in routine contexts. An Advanced learner can engage in grade-appropriate academic instruction with second-language acquisition support, and an Advanced High learner requires only minimal support. A strong example of this targeted support appears in Unit 2, Week 1, Day 3, where the lesson integrates English Language Development (ELD) specifically for students at the intermediate proficiency level. These students receive direct assistance through sentence strips, such as "I like the cat" and "I like the spider." They then actively apply this support by matching sentences with pictures, practicing echo reading, and reordering mixed sentence strips, effectively reinforcing vocabulary and sequencing skills.

Additionally, the *Routine: Read Aloud a Story* from the *Multilingual Learners Resource* gives explicit prompts for teachers to connect with students' linguistic and cultural backgrounds. In another example from Unit 4, Week 1, Day 1, students sing the "Letter Song O" to support listening comprehension for beginners. In Unit 7, Week 1, Day 5, guidance includes substantial, moderate, and light supports during the Summer Fun reading lesson.

These practices ensure that all students, regardless of proficiency level, engage meaningfully with academic content.

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

The kindergarten materials include strong implementation guidance for bilingual/ESL instruction. Under Teacher Resources, the *Multilingual Learners Resource* introduces language acquisition principles and includes Proficiency Level Descriptors. These descriptors define the four stages of second-language acquisition and help teachers identify students' ability to understand and use English for academic learning. This resource also features Global Definition of the Proficiency Levels and Key Features.

Teachers are offered tools such as bilingual picture dictionaries, preview-predict strategies, and bilingual pictorial charts to support primary language use. For example, Unit 8, Week 2, Day 3 includes embedded guidance on vocabulary and sequencing through an activity where students read lines like "Come here, Yip-Yap," then use pictures from the story to place sentence strips in the correct order.

In addition, in Unit 3, Week 2, Day 1, a Language Transfer Support box explains how the *f* sound does or does not transfer across languages and offers techniques to support acquisition.

These supports ensure that students can meaningfully participate in instruction while building their English proficiency.

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 for kindergarten support emergent bilingual students in developing academic vocabulary and comprehension through oral and written discourse. Lessons include explicit strategies that help students make cross-linguistic connections and build background knowledge. For example, in Unit 5, Week 2, Day 4, students use new story words such as *lamp* and *what* in oral sentences and engage in partner-based Turn and Talk discussions using the "Because . . ." protocol to deepen understanding.

Written discourse is also supported in Unit 7, Week 2, Day 1, where students check for transferability of phonemes and graphemes. They then write words and sentences with the letter-sound correspondence. Teachers explain the regular and irregular sounds of the *e* sound, and students write or trace words as they spell them aloud.

Additional examples in Unit 3, Week 2, Day 3 have students echo-reading vocabulary-rich sentences and discussing important text details with a partner, while Unit 9, Week 3, Day 2 extends written practice through sentence writing and checklist completion.

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 explicit support for metalinguistic transfer between English and Spanish. The "Dual Language Resources" features a section titled Suggestions for Instruction, where Week 1 guidance encourages teachers to say: "You are learning the alphabet in Spanish this week. The English alphabet has many similar letters to the Spanish alphabet. Now, we will review all the letters and their sounds so you can read and write them in English." This comparison builds phonemic awareness by drawing on students' prior knowledge. In Week 2, the materials provide a list of cognates such as music—*música*, mom—*mamá*, and mountain—*montaña*.

Additionally, the Contrastive Analysis Chart presents Spanish-English sound-spelling comparisons, for example, the sound *b*, which is transferable when spelled with *b*, but may cause confusion when spelled with *v* or *w* in English.

Furthermore, the *Bilingual Implementation Guide* for Unit 10 includes week-by-week charts with resources, skills, and specific cross-linguistic connections, reinforcing instructional alignment across languages.

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 kindergarten materials include systematic and sequenced phonics instruction. Lessons begin with foundational sounds and build toward more complex combinations. For example, in the scope and sequence, Unit 1 begins the kindergarten-year instruction with the common letter sounds *m*, *s*, and short *a*, then introduces closed syllables such as *am* to build real words early. The sequence avoids teaching similar looking or sounding letters together. Teachers introduce *b* in Unit 5 by modeling the sound, asking students to identify it in spoken words, and then connecting it to its spelling. In Unit 8, instruction moves to *y* by having students blend, segment, and manipulate the phoneme in both initial and medial positions.

These steps follow a consistent pattern by articulating the sound, connecting to spelling, and then building and reading words using it. Lessons rely on previously taught phonemes to scaffold new learning. For example, in Unit 2, Week, 1 Day, 1 Blend Words, students blend previously taught phonemes together to form words such as *s*, *a*, and *m* to form *Sam*.

Each new lesson builds on previously introduced phonemes, ensuring systematic reinforcement across units.

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 clear, structured instruction for phonics skills both in isolation and through decodable texts. Lessons consistently follow a direct model-blend-read routine. For example, in Unit 3, Week 2, Day 2, students focus on the *f* sound. They build and blend words like *fit* and *fan*, then apply their learning in context by reading the decodable text, "Can We Fit?" In Unit 6, Week 3, Day 2, students practice the *d* sound using words such as *Dan* and *dog*, and reinforce this with the decodable text "Dan's

Dog." The lessons include oral articulation, sound identification, blending, word building, and reading, ensuring students apply phonics in multiple formats.

Teachers have clear scripts and routines that create intentional repetition and reinforcement.

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.

The materials include daily, explicit phonics instruction with detailed teacher modeling. The materials guide teachers through articulating sounds, building words, and correcting student responses. In Unit 1, Week 2, Day 1, teachers model the *m* sound by referencing articulation videos and pointing out tongue, teeth, and lip positions. Teachers also use scripts such as "Listen carefully as I say three words: moon, man, monkey. Which sound do you hear at the beginning?" This modeling continues in Unit 3, Week 1, Day 2, where students blend phonemes to form the word *in*. The script says, "Let's blend the sounds together and read the word: 'iiinnn', 'in'." Lessons in Unit 8 prompt students to spell words such as *key* by listening for the first sound, then identifying and writing the corresponding letter.

These examples show that kindergarten instruction includes step-by-step, clearly modeled phonics routines.

These modeling routines are predictable and applied consistently across units to support mastery through repeated exposure.

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

The materials include explicit guided instruction with built-in opportunities for immediate and corrective feedback. For example, Unit 7, Week 1, Day 2, the "Blend and Build Words (With Phonemic Manipulation)" provides guidance for corrective feedback within the practice (immediate feedback). It guides teachers to point to the missed sound-spelling, state the spelling and sound, have students repeat, then have students go back to the start of the word and blend again. Each lesson directs teachers to model phonics skills before guiding students through practice. In Unit 1, Week 3, Day 2, the teacher models blending the word *am* using letter cards. Students then repeat the process, blending the same word with teacher support. The materials provide step-by-step instructions for correcting student errors, such as rephrasing the blend or isolating missed sounds. This structure ensures students build a strong phonics foundation through timely support and modeling.

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

The kindergarten materials include daily opportunities for students to practice phonics skills both collaboratively and independently. Lessons encourage peer interaction through structured activities like partner discussions and shared sentence creation using high-frequency words, such as *can* and *she*. For example, in Unit 3, Week 1, Day 1, students act out vocabulary from a class poem and describe each other's actions using targeted language. The lesson also incorporates Turn and Talk routines and oral sentence building to reinforce comprehension and vocabulary. Independent practice is embedded throughout the day. Students clap to identify the *ī* sound in words and write the corresponding letter on paper. Later, they engage in individual Spelling-Sound Correspondences tasks with words like *in*, *is*, *it*, and *inch*. In Unit 2, Week 2, Day 4, the Practice section has students whisper-reading the text independently. Additional units include tasks such as decodable texts and independently writing letters while saying their sounds, further supporting phonemic development.

4.3 Ongoing Practice Opportunities

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

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

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

The materials include intentional cumulative phonics review and practice activities throughout the curriculum. Each week ends with a designated Day 5 "Review and Assess" session. These sessions revisit previously taught skills. For example, Unit 6, Week 1, Day 5 reviews the letters *r*, *u*, and *b*, which were emphasized in Unit 5. Students revisit the sounds in words such as *run*, *tub*, and *bat*. They then blend the words together to reinforce decoding fluency, after which they read additional words using the same letters.

In Unit 8, Week 1, Day 5, the review expands to spelling words with end blends, *l*-blends, and *ch* from Unit 7. Words such as *kid*, *Ken*, *-ug*, *-op*, and *-in* appear in both decoding and encoding tasks. Teachers also use suggested pacing guides to target spiraled review skills intentionally across weeks.

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

The materials for kindergarten consistently offer students practice with only phonics skills that have been explicitly taught. Each lesson ensures that students engage with familiar sounds and letters. For example, in Unit 2, Week 1, Day 1, students focus on the *s* sound represented by the letter *s*. They practice blending words such as *Sam*.

In Unit 6, Week 1, students review short *e* with practice words like *met*, *pep*, and *pet*, alongside previously learned words such as *rip* and *bat*. Similarly, Unit 7, Week 2, and Unit 9, Week 2, provide targeted practice with words such as *let*, *log*, *lake*, and *gate*, all of which use previously taught letters and phonics skills.

These lessons support fluency through controlled practice aligned with prior instruction.

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

The kindergarten materials consistently use decodable texts that align with previously taught phonics skills. The texts reinforce cumulative learning by using only letter-sound correspondences students have

already mastered. For example, in Unit 3, the decodable text "In School" features CVC words using the letters *t, s, m, n*, short *a*, and short *i*. These letters and sounds were all explicitly taught prior to the lesson.

Similarly, in Unit 9, Week 1, "Max's Job" focuses on the sounds *k, s*, and *z*, along with high-frequency words *my* and *to*. Only unfamiliar story words such as *foxes* and *park* require pre-teaching.

Each decodable includes "story words" and QR code links for teacher guidance, supporting systematic cumulative practice throughout the program.

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

The kindergarten materials consistently use decodable texts that align with previously taught phonics skills. The texts reinforce cumulative learning by using only letter-sound correspondences students have already mastered. For example, in Unit 3, the decodable text "In School" features CVC words using the letters *t, s, m, n*, short *a*, and short *i*. These letters and sounds were all explicitly taught prior to the lesson.

Similarly, in Unit 9, Week 1, "Max's Job" focuses on the sounds *k, s*, and *z*, along with high-frequency words *my* and *to*. Only unfamiliar story words such as *foxes* and *park* require pre-teaching.

Each decodable includes "story words" and QR code links for teacher guidance, supporting systematic cumulative practice throughout the program.

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 include a broad range of developmentally appropriate assessment tools that progress in complexity across the school year. Students are formally assessed three times annually using screeners such as the Phonological Awareness Assessment, which begins with simpler tasks like clapping syllables in words like *happy* and progresses to substituting initial sounds.

The schedule advances from segmenting final sounds mid-year to blending full words and substituting sounds by the end of the year. In addition, "Letter Name" and "Letter Sound Assessments" require students to identify letters and produce corresponding sounds, aligning with early phonemic development.

Other assessment tools, like the Handwriting Assessment and Decodable High-Frequency Word Screener, help track foundational print and reading skills. For instance, students might read VC/CVC words such as *am*, *man*, and *can*. In Unit 9 Cumulative Assessments, children spell words like *zip*, *ox*, and *zap*, then write sentences such as "My sock is red." These assessments are supported by observation checklists and "quick checks" that allow for real-time instructional adjustments.

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

The materials include a variety of well-sequenced assessments that systematically and accurately measure student progress in phonics. Teachers are able to use tools such as the "Letter Name" and "Letter Sound Assessments," both aligned to TEKS K.2.B.i, to track how students identify and match letter sounds.

Progress-monitoring is embedded into the instruction and guided by tools like the Student Observation Form, which includes targeted phonics elements such as short vowels (a, e, i, o, u) and consonants introduced in developmental order (e.g., m, s, t, p, n, c).

The Cumulative Assessments, which are recommended to be administered at the end of each three-week unit, serve as checkpoints for mastery. For example, the Unit 8 Cumulative Assessments asks students to identify sounds and spell words by writing the letters that match dictated phonemes. In Unit 4, Week 3, Day 5, teachers document ongoing student challenges with decoding, using this data to inform future small-group lessons.

These cumulative and embedded assessments will help with grade-level phonics skills mastery.

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

The materials include a structured, comprehensive assessment framework that supports instructional decision-making throughout the school year.

Formal evaluations are administered at three specific key periods—beginning, middle, and end of year—using the Phonological Awareness Assessment Schedule. Skills assessed range from word awareness and rhyme identification in the fall to substituting final sounds by year's end. For instance, at the beginning of the year, students may be assessed on clapping syllables and segmenting initial sounds, and by the end of the year, they are expected to blend and substitute sounds.

The materials also include embedded weekly assessments to monitor the accuracy and automaticity of taught skills. In Unit 2, for example, the primary phonics focus includes the letters and sounds for *s*, *t*, and *n*, with a spiral review of *m* and short *a*. The Word Fluency Student Cards feature words like *man*, *tan*, *mat*, *sat*, *am*, and *Sam*, and students are assessed on both recognition and fluency.

Additional tools such as the Letter Sound Assessment and the Print Concepts Quick Check evaluate foundational concepts, such as identifying the front of a book or locating the author's name.

The layering of assessments ensures a developmentally appropriate and responsive instructional approach.

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 include comprehensive data-management tools that help teachers monitor individual student progress and accelerate instruction.

Teachers can use the Phonological Awareness Assessment Student Record Summary Form to document performance across beginning, middle, and end-of-year checkpoints. This form captures detailed skill-by-skill data and guides instructional shifts based on student mastery. If a student shows proficiency in subtests such as Short Vowels or Consonant Blends and Digraphs, teachers are directed to begin instruction in long vowels, using the Skills at a Glance Accelerated Sequence.

A 30-week accelerated lesson plan is also included for above-level students, helping educators scaffold instruction based on early achievement.

Digital tools within the About History View display student reading level progress in a visual format using charts with color-coded proficiency levels to assist teachers in real-time decision-making.

These systems work together to ensure timely and targeted phonics instruction.

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

The materials include robust data-management tools that teachers can use to track whole-class performance and respond to learning trends.

The Class Record Form in the Phonological Awareness Assessment allows teachers to document student outcomes for each tested skill at the beginning, middle, and end of the year. This format enables teachers to identify class-wide strengths and areas requiring additional support.

The digital Class Overview page displays a historical record of all assessments administered and highlights patterns in phonics skills mastery. Within the About History View, the Class History section shows collective results for specific subtests, making it easier to pinpoint which skills students struggle with most.

Teachers can also generate class summary graphs through the digital platform's Standards Overview Reports, allowing them to visually compare student performance by mastery level and adjust whole-group instruction accordingly.

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

The kindergarten materials include dedicated guidance for adjusting the frequency of progress-monitoring based on students' strengths and needs. Originally, the program provided general strategies for monitoring progress, including recommendations for using existing assessment tools. However, with the introduction of the Progress Monitoring Schedule, educators now have access to a clearer framework that supports more responsive decision-making.

This newly developed resource outlines how instructional staff can determine appropriate monitoring intervals tailored to student performance. It ensures that teachers can adjust assessment pacing in a way that both challenges high-performing students and supports those needing targeted intervention.

Data-driven progress-monitoring supports differentiated instruction.

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

The materials include clear and actionable guidance on accelerating learning based on progress-monitoring data. For example, the Unit 9, Week 1, Day 1 lesson plan includes a section titled Meeting Individual Needs, which instructs teachers to advance above-level students further in the phonics sequence during small-group instruction. For instance, students who have mastered previously taught letters (*Vv, Qq, Yy, Kk*) are encouraged to work on long-vowel patterns such as long *a* (final *e*) and long *o* (final *e*) ahead of schedule.

Also included are challenge words and extended activities in lessons such as in Unit 2, Week 2, Day 5 to enrich spelling practice for proficient students.

For students requiring additional support, the materials recommend reinforcing foundational skills through blending, dictation, word building, and decodable texts. Supplemental resources, including a 30-week *Phonics Support for Above-Level Students Guide* found in Unit 5, offer an accelerated learning path aligned to specific skills and assessment outcomes.

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 in kindergarten include clear modeling and structured protocols that support oracy development. In Unit 8, Week 1, Day 2, teachers model pitch variation during reading by saying, "I change my voice when I read different kinds of sentences. . . . Listen as I read the first line of the poem. . . . Be ready to tell me what you notice." This practice emphasizes expressive oral language. On Day 3, the I Draw and Write activity directs teachers to pair students and have them describe rainy day activities, promoting collaboration and speaking in context.

The *Speaking and Listening Protocols* handbook supports these lessons with sentence stems such as "I think___," "What do you think?" and "My favorite part was___." These sentence frames are organized progressively, becoming more complex throughout the year.

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 consistent support for student development in both social and academic communication through structured opportunities for discussion, partner collaboration, and guided sharing. These opportunities occur in whole-group, small-group, and partner-based formats. For instance, in Unit 1, Week 3, Day 1, students engage in social communication after listening to the poem *Baby Mice*. The teacher facilitates partner discussions about the illustration and prompts students to ask and answer their own questions before sharing with the class. On Day 2, students brainstorm animals

they know with a partner, and on Day 3, they draw and write about animals they enjoy. They then describe or act out being their favorite animal to a partner, reinforcing expressive language use.

For academic communication, Unit 1, Week 3, Day 5 prompts a Turn and Talk session following the poem "Tommy," where partners discuss plant needs, such as light, water, air, and space. This culminates in a shared writing activity where students generate oral sentences using academic terms such as *need*, *survive*, and *grow*.

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 meaningful and authentic opportunities for students to listen actively and participate in discussions that develop comprehension and build oral language. For instance, in Unit 10, Week 1, Day 1, during the Build Knowledge and Vocabulary lesson, students are prompted to ask questions about the poem and engage in a class discussion led by the teacher to answer their questions. This approach supports inquiry-based learning and helps students develop social and academic communication skills.

In Unit 10, Week 1, Day 5, "Identify Rhyme," students are guided to listen to rhyming words in a poem and then share their findings with partners. This activity promotes active listening and encourages students to express their observations, reinforcing phonological awareness and vocabulary acquisition.

5.C Alphabet

5.C.1 Alphabet Knowledge (K only)

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

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

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

The materials include a clearly defined, systematic sequence for introducing letter names and their corresponding sounds. This structure helps students build decoding and encoding skills early in the school year.

The program's Research-Based Explanation for Phonics Sequence outlines six guiding principles that inform the sequence. These include teaching short vowels before long vowels, focusing on continuous consonants early for easier blending, and introducing high-utility letters early so that students can begin reading and spelling words quickly.

The sequence also avoids introducing confusing letters or sounds at the same time to reduce learner error. In the first three units, students learn the letters *m*, *a*, *s*, *t*, *n*, *i*, *f*, and *p*. This order enables them to read and spell words such as *map*, *tap*, *Sam*, *am*, and *pat* within the first nine weeks. For example, Unit 1 introduces the letters *m* and *a*, then spirals them throughout the unit. Students practice identifying and blending sounds in words like *mat* and *am*. In Unit 2, new letters such as *S*, *T*, and *N* are added, allowing for more word-building opportunities including *sat* and *tan*. This layering of new knowledge with previous instruction supports retention and early fluency.

Later in the year, the sequence progresses to include more complex and less frequently used letters. Units 8 and 9 introduce *y*, *v*, *q*, *x*, and *z*. This order reflects the principle of moving from simple to more complex sounds and supports the mastery of basic decoding skills before introducing advanced content.

The materials also provide regular review of previously taught letters and sounds, reinforcing student learning through cumulative practice. The program's structure ensures that students are systematically guided from foundational to more advanced phonics skills.

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

The materials include explicit instructional guidance in Spanish to support student automaticity in identifying all 26 uppercase and lowercase letters and their corresponding sounds.

The resources clearly outline a systematic and intentional approach for teaching letter recognition and sound correspondence using teacher scripts, modeled articulation, and structured routines. The materials embed Spanish-language support through modeling, repetition, and visual tools. For example, in Unit 1, Week 2, Day 1, the materials guide teachers to introduce the letter *Mm* and the *m* sound using Spanish articulation support. The teacher is instructed to display a Sound Wall Card and play a video showing proper mouth articulation. Teachers model the sound *m*, prompt students to observe the mouth position, and provide corrective feedback. A script directs the teacher to guide students with phrases such as, "Listen carefully as I say three words: *moon, man, monkey*. Which sound do you hear at the beginning of all three words?" followed by, "That is right. All three words have 'mmm' at the beginning." This modeling helps emergent bilingual students connect the sound with the letter visually and auditorily.

Furthermore, the program includes Routine 12 from *Launching Benchmark Phonics*, which supports fluency through activities such as Sound-Spelling Fluency. Teachers show a set of Sound-Spelling Cards while students say the letter name and associated sound aloud. The routine recommends varying the speed and mixing the cards to reinforce fluency. For example, in Unit 2, Week 1, Day 1, teachers introduce the letter *Ss* and the sound *s* through guided blending using previously learned letters. The teacher states, "This is the letter 'S.' It stands for 's,'" and blends phonemes to create words, reinforcing the connection between sounds and letters.

The materials consistently offer Spanish-language scaffolds and pronunciation cues, ensuring students have ample practice in recognizing and applying their understanding of letter-sound correspondence. The structured, repetitive design of the program builds both accuracy and fluency.

The materials are strategically designed to support emergent bilingual students in acquiring foundational literacy skills in Spanish, setting a strong base for reading success.

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

The kindergarten materials include clear and structured guidance for teaching letter formation of all 26 uppercase and lowercase letters of the alphabet. The resources are explicit and systematic, aligning with phonics instruction to reinforce sound-symbol correspondences. Teachers are supported with tools that ensure students build handwriting fluency alongside phonemic awareness.

The materials include a well-defined seven-step handwriting routine outlined in the *Grade K Manuscript Handwriting Practice Teacher Guide*. This routine begins with reviewing the letter name, sound, and articulatory gestures. It then progresses through multisensory engagement, keystroke review, teacher modeling, guided practice, fluency building, and differentiation based on student performance. For instance, when teaching the uppercase letter *M*, teachers are instructed to say: "Start at the skyline, pull down to the ground, lift, slant right down to the ground, slant up to the skyline, pull down to the ground." For the lowercase *m*, the chant is: "Start at the middle, pull down to the ground, push up, curve forward, pull down to the ground, push up, curve forward, pull down to the ground." These chants help students internalize the motor patterns necessary for accurate letter formation.

The *Grade K Manuscript Handwriting Teacher Resource* contains a detailed scope and sequence that introduces handwriting practice in alignment with phonics lessons. For example, Unit 1, Week 2 introduces the letter "Mm" and its sound "m" in phonics lessons, while handwriting practice for the same week focuses on forming both uppercase and lowercase "Mm." The resource also supports instruction with Alphabet Songs, Articulation Videos, and Letter Formation Charts. These charts include lined visuals of each letter with directional arrows and step-by-step instructions. For example, the uppercase "A" chart instructs: "Start at the skyline, slant left down, lift, go back to the skyline, slant right down, lift, slide across in the middle," while the lowercase *a* chart directs: "Start below the middle, circle back, lift to the middle, pull down to the ground."

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

The materials for kindergarten include a variety of activities and/or resources (including the use of memory-building strategies) for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge. These materials systematically engage students in both isolated and meaningful print contexts, promoting mastery of letter names, sounds, and application skills.

In isolation, students participate in interactive games and multimedia activities. For instance, the program offers digital games such as Balloon Pop, Letter m Sorting, and Letter m Word Builder to reinforce recognition and sound-symbol correspondence for the letter *m*. Each letter also features an alphabet song and articulation video to introduce and solidify the phoneme-grapheme relationship. To help students remember the *m* sound and the grapheme *Mm*, the materials include a sound-spelling card with a picture of a map, an articulation video, a picture word card of milk, and an action rhyme.

In meaningful print, students apply their alphabet knowledge through guided reading and writing tasks. In Unit 1, Week 3, Day 1, teachers are directed to model blending with letter cards *a* and *m* to form the word *am*. Later in the same week, students participate in dictation activities to connect phonemes to

letters and decode simple words such as *am*. The decodable text "I Am Big" provides a structured opportunity for students to practice decoding and reading using the learned letter-sound correspondences. Unit 3, Week 1, Day 4 decodable text "In School" also reinforces short *i* through phonological awareness and decoding practice.

These cumulative activities build student confidence and strengthen foundational reading skills.

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 and systematically introduce letter-sound relationships to support foundational decoding and encoding. Instruction follows a developmentally appropriate sequence, beginning with high-utility letters to ensure students can form words early. For example, in Unit 2, Week 1, Day 1, students learn the letter *s* through a scripted lesson that states, "This is the letter 'S'. It stands for 's'. This is the letter 'a', it stands for 'a'. Listen as I blend the two sounds 'sa'. This is the letter 'm'. It stands for 'm'. Listen as I blend all three sounds 'Sam'."

The corresponding encoding lesson in Unit 2, Week 1, Day 2 uses the word *sock* to guide oral segmentation and letter identification. Teachers model with Elkonin boxes, asking, "What is the first sound you hear in the word 'sock'? What letter do we write for this sound?" This structured approach supports application to reading and spelling.

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 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. Teachers receive explicit prompts to support corrective feedback during blending exercises. For example, in Unit 2, Week 1, Day 2, the guidance instructs the teacher to "point to the missed sound-spelling," then "state the spelling and sound," followed by having students repeat the sound (e.g., *s*, /s/), and blend the word again from the beginning (e.g., "sssäääämmm"). This approach supports student mastery of foundational decoding skills through repetition and clarification.

Additionally, in Unit 4, Week 3, Day 1, teachers are reminded to highlight regular and irregular sounds. The lesson explains, for instance, that the letters *er* do not make the *ur* sound in the word *very*.

These strategies provide meaningful scaffolds to help students distinguish between standard and irregular phoneme-grapheme correspondences early in their literacy development.

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. In Unit 6, Week 1, Day 1, students engage in Blend Words activities focusing on the short *e* sound through examples such as *set*, *net*, and *met*. Teacher modeling, guided practice, and letter cards help reinforce decoding routines. Spiral review incorporates prior sounds, including *r*, *u*, and *b*. The following day, students read "The Hen Gets Help" to apply decoding within connected text, emphasizing short *e* words in context. These structured activities ensure consistent transfer of decoding skills to reading tasks. 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 present a clear, systematic sequence for introducing phonological awareness activities that align with grade-level TEKS. These activities begin with larger units of sound, such as rhyming and syllable awareness, and gradually transition to smaller units, including phoneme isolation and blending. This progression supports foundational language development through intentional scaffolding. For example, in Unit 1, students recognize rhyming words using examples such as *diddle* and *fiddle*, emphasizing that they end with the same sounds, *-iddle*.

Onset-rime blending is also introduced early with exercises such as blending "mmm" and "äääd" to form *mad*. The materials also include sentence-level awareness using clapping exercises: "Listen to this sentence: I see the cat. Let's clap on each word we say."

As students advance, Unit 7 focuses on syllable segmentation using examples such as clapping out the syllables in *window* and *wonderful*.

The materials build from simple awareness of sound to more complex manipulation, ensuring students acquire essential phonological processing skills.

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 consistently provide explicit instruction for phonological awareness with embedded guidance for corrective feedback. Teachers are directed to model and teach phoneme blending and

segmentation using systematic routines. For instance, in Unit 5, Week 1, Day 2, teachers are instructed to "repeat the routine with the words above. Provide corrective feedback. For oral blending support, string together the sounds then slowly compress them (e.g., 'băăăă', 'băă', 'bă'). For oral segmentation support, use sound boxes and counters and guide students to mark the sounds."

Additionally, Unit 1, Week 1, Day 1 lesson provides guidance to avoid the common misconception of overfocusing on rhyme. Teachers are advised not to say "two words rhyme because they sound the same at the end," but instead to explain that "the words *sat* and *mat* rhyme because they both end in 'at'."

Another example of common misconception guidance is provided in Unit 3, Week 1, Day 1 lesson, which includes "Language Transfer Support." The guidance is, "Check for transferability of phonemes and graphemes. 'i' does not transfer in most languages (notable exception: Korean, which does have the sound, but not the letter). The grapheme (spelling) also does not transfer in most languages. . . . Then have students copy the words to practice writing the letters and reading words with long 'i' spellings. Model how to make the 'i' sound, pointing out the position of the mouth/tongue."

These examples demonstrate the materials' commitment to direct instruction and the prevention of misunderstanding through precise teacher language and tools.

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 structured, rich variety of activities that help students build foundational phonological awareness skills. For example, in Unit 3, Week 1, Day 1, the lesson introduces the short *i* sound. Students observe the mouth position on the Sound Wall Card, associate the sound with the word *inch* using a Picture Word Card, and connect the letter *li* to the word *itch* using the Sound-Spelling Card. These visuals help students internalize the connection between letters and sounds. On Day 1, students clap every time they hear a word beginning with *i*, while Day 2 guides them to segment short *i* words and tap each sound. Day 3 continues with clapping twice when *i* is heard in the middle of a word pair, followed by playing the interactive Letter i Balloon Pop game to reinforce the sound.

Unit 8, Week 3, Day 1, includes a spiral review in which students raise their hand every time they hear the *y* sound in a read-aloud passage. This promotes active listening and recognition of sounds in meaningful print contexts.

These activities cumulatively reinforce previously learned skills while building new ones, supporting long-term retention.

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 include a structured progression that introduces phonemic awareness in a developmentally appropriate manner. Instruction begins with basic phonemic skills, such as identifying sounds, and advances to more complex manipulation tasks by the end of the program. For example, in Unit 1, Week 2, Day 1, students practice identifying the *m* sound in spoken words by repeating the sound when it occurs. This foundational skill supports later phoneme manipulation.

In Unit 1, Week 3, Day 2, students engage in blending phonemes, such as *m*, *ā*, *t*, to form *mat*, promoting early decoding. Later, in Unit 2, Week 1, Day 2, instruction focuses on segmenting phonemes in words such as *sat*, where students tap each sound—*s*, *ā*, *t*—to reinforce awareness of individual phonemes.

As students develop confidence, the curriculum gradually introduces advanced manipulation tasks. For example, in Unit 6, Week 2, Day 3, students substitute phonemes in *bag* to form *beg*, reinforcing phoneme flexibility and vocabulary awareness. This activity is extended in subsequent units by having students delete syllables in compound words such as *bathub* to isolate *bath*, and engaging in phoneme addition, such as adding *k* to *it* to form *kit*.

This step-by-step method builds mastery by reinforcing and revisiting skills cumulatively.

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 kindergarten materials provide clear, systematic instruction in phonemic awareness with explicit teacher guidance on addressing common student errors and misconceptions. Lessons emphasize articulation support and corrective feedback, ensuring students learn phoneme isolation and blending

skills effectively. For example, in Unit 5, Week 1, Day 1, the materials offer guidance for supporting students who struggle to articulate the *b* sound. Teachers are directed to reinforce correct mouth positioning and use handheld mirrors for additional support.

In Unit 8, Week 2, Day 2, the lesson includes detailed feedback for oral blending and segmentation. It suggests slowly compressing the sounds (e.g., "yeeeeesssss, yeess, yes"), and using sound boxes and counters to support segmentation.

Additionally, in Unit 1, Week 3, Day 2, during the Blend Words section, a call-out box provides feedback when students misidentify a sound-spelling. Teachers are encouraged to state the correct sound, have students repeat it, and then return to the beginning of the word to blend again.

These examples show consistent scaffolding and corrective modeling practices to support emerging phonemic awareness.

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 structured, explicit instruction that links phonemic awareness to the alphabetic principle. This connection helps students transition from oral language to decoding and encoding skills. Lessons include modeling, guided blending, and encoding practice to support mastery of basic phonics. For instance, in Unit 3, Week 1, Day 1, the teacher introduces the short vowel *i* using letter cards and blends the sounds in the word *is*, guiding students through the articulation of *ī* and *z*.

Another lesson, Unit 4, Week 1, Day 1, includes phoneme isolation for the sound *o*, with examples such as *octopus* and *otter*. Teachers model blending letters into words including *on*, *top*, and *mop*.

In Unit 6, Week 1, Day 1, students work with the vowel *e*, as the teacher blends the word set while explicitly connecting each letter to its sound. These activities are supported by encoding lessons such as spelling the word *net*, where teachers guide students through oral segmentation and writing each sound, strengthening the link between phonemes and graphemes.

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 offer a consistent and engaging approach to reinforce phonemic awareness. In Unit 8, Week 1, Day 1, students begin with an articulation video that introduces the *k* sound, followed by teacher modeling and guided practice. The class listens to the digital "Sing Letter Song K" and engages with a

pocket chart and letter cards to blend *k* words. Two interactive games, Letter k Balloon Pop and Letter Sounds Matching, provide digital reinforcement of the focus skill.

Unit 3, Week 2, Day 1 lesson introduces the *f* sound. Students touch their faces when they hear *f*, and use picture cards (e.g., *fox*, *fan*) to support auditory discrimination. They also practice writing the letter *f* when they hear the sound. The review includes spiraled skills from previous phonemes such as *l*, *n*, and *a*.

In Unit 4, students use Elkonin boxes and letter cards to build words such as *on* and *top*, reinforcing skills introduced in a lesson on phoneme isolation with the letter *o*.

These varied activities, ranging from kinesthetic to digital ones, help solidify students' understanding and retention through cumulative practice.

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 include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. The materials follow a structured sequence that begins with easier sound-spelling patterns, such as VC and CVC words, and gradually transitions to more complex CCVC (consonant-consonant-vowel-consonant) and CVCC (consonant-vowel-consonant-consonant) words. Unit 1 introduces students to identifying and matching common letter sounds such as *m*, *s*, and short *a*. For example, students blend and segment phonemes to read and spell words such as *am*, and *Sam*.

In Unit 3, students demonstrate mastery of CVC spelling patterns using words such as *fit*, and *pan*. By Unit 7, students progress to mastering CVCC words, such as *legs*, and *jump*, as part of the Cumulative Assessments.

The phonics instruction includes modeled lessons using Elkonin boxes, where students practice segmenting words into phonemes and identifying the corresponding graphemes. For instance, in Unit 1, Week 3, Day 2, teachers model how to spell *am* by stretching the word and placing a marker for each sound.

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 provide strong teacher guidance for direct instruction in sound-spelling patterns aligned to grade-level expectations.

Lessons consistently include clear teacher scripts that explicitly introduce letter-sound correspondences. For instance, in Unit 3, Week 2, Day 1, teachers show a picture of a fox and prompt students to identify the initial sound *f*, guiding them to connect the sound with the letter *f*. The script instructs the teacher to say, "'f' is spelled with the letter 'f'. Say the sound with me: 'f'. What is the name of this letter? ('f') What sound does this letter stand for? ('f')." On Day 2 of the same unit, the lesson continues with a picture of a feather. Students are asked, "What is the first sound you hear in the word feather? ('f') What letter do we write for that sound?" They then write the letter *f* on the line. These activities support students in identifying letter-sound relationships in isolation and within words.

Additional guidance is provided in Unit 1, Week 1, Day 1, where students identify the *a* sound in the word *apple*, circle the letter *a*, and connect it to the image on the card. This direct instruction supports sound-spelling correspondence through visual and auditory input.

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 a variety of activities and/or resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). For example, in Unit 4, Week 3, Day 1, students listen for the *h* sound and write the letter *h* when they hear it, reinforcing sound-symbol correspondence. On Day 2, they use Elkonin boxes to spell words with the *h* sound, supporting phonemic segmentation and letter recognition. On Day 3, students engage in oral language by talking with a partner about things that hop and then writing those responses, blending auditory discrimination with written expression. On Day 5, a spiral review includes words such as *cap*, *cop*, *hop*, *hot*, *not*, and *pot* to support encoding previously learned skills alongside current instruction.

These activities integrate oral, visual, and kinesthetic practices that reinforce foundational phonics skills.

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 include a variety of activities and/or resources to effectively support students in decoding and encoding taught sound-spelling patterns both in isolation and decodable connected text that builds on previous instruction. Students decode words in isolation using letter cards in Unit 3, Week 2, Day 1. For example, the teacher models blending sounds in the word *fan* (f ã n), guiding students through similar exercises using magnetic tiles. On Day 2, students reinforce these decoding skills by reading decodable texts such as *My Reading and Writing*, which includes words such as *fit*, *fin*, and *fun*. Encoding is practiced with Elkonin boxes during activities where students segment and spell words such as *fan* and write dictated

sentences such as "It can fit." By Day 3, in small groups, students complete writing tasks using sentence stems such as "I can have fun with a box by __," which integrate spelling patterns in context.

These lessons support both isolated practice and application within meaningful text.

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 clear and systematic sequence for introducing both regular and irregular high-frequency words. Instruction begins with common, high-utility words essential for reading simple decodable texts. The materials introduce the regular high-frequency word *I* in Unit 1, followed by words such as *go* in Unit 2, *a* in Unit 3, and *he* in Unit 4. These words are all decodable using basic sound-spelling generalizations.

The materials build toward more complex words, including *big*, *jump*, and *me*, which are introduced as phonics instruction progresses. Irregular high-frequency words, which do not follow predictable sound-spelling patterns, are introduced early due to their high frequency in text. For example, students encounter *like*, *the*, *see*, and *she* in the first few units. The materials continue this pattern throughout the year, introducing additional irregular words such as *you*, *no*, *look*, and *come*.

Unit 3, Skills at a Glance reinforces this sequence by pairing decodable words like *sit*, *it*, and *in* with the high-frequency word *the*. The resource videos provide further clarification on why words such as *the* are taught early, i.e., they appear in almost all texts and are necessary for comprehension.

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 clear teacher guidance for explicit instruction in decoding and encoding both regular and irregular high-frequency words. The instructional sequence follows the Read, Spell, Write, Apply routine. Teachers are directed to display the High-Frequency Word Card, point to and read the word aloud, and have students repeat it. Teachers then highlight the regular or irregular spellings, using notations on the backs of the cards. For example, in Unit 6, Week 2, Day 1, the lesson introduces *jump* (a regular word) and *one* (an irregular word). The teacher points out that the *wŭ* sound at the beginning of *one* comes from the letter *o*. Students spell the words, write or trace them in the air, and use them in oral sentences.

Instructional videos are also included to support segmenting, spelling, and meaning. The *Launching Benchmark Phonics* routines offer additional support, directing teachers to emphasize specific irregularities, such as the z sound represented by s in *has*.

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 include consistent students' support for learning to decode and encode both regular and irregular high-frequency words through an intentional and structured approach. Teachers implement the Read, Spell, Write, Apply routine from the beginning of the school year. This method appears in Day 1 lessons and is reinforced throughout the week. Students revisit the words through oral reading, writing practice, and embedded use in decodable texts on Days 2 and 4. Day 3 includes teacher dictation to support encoding, and Day 5 provides further oral review. Students encounter high-frequency words such as *little* and *play* in both isolation and context, including texts like "Little Cam."

The materials provide multiple tools for cumulative practice such as high-frequency word cards, decodable readers, the *Phonics & High-Frequency Words Activity Book*, and student texts such as *My Reading and Writing*.

Interactive Learning Games, such as Word Builder and High-Frequency Word Videos with songs for words such as *you*, *and*, *big* support visual and auditory memory building.

Teachers also use spiral review prompts during lessons and interactive tasks like air tracing and peer oral sentence building. These strategies ensure repeated and meaningful encounters with target words to promote retention and fluency.

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 systematic support for students in reading and writing high-frequency words using a range of explicit, memory-enhancing routines.

The Read, Spell, Write, Apply routine consistently appears across lessons to introduce new high-frequency words, such as *look* and *me* in Unit 8, Week 1. This strategy actively engages multiple brain functions and reinforces recall.

Students encounter high-frequency words in both isolation through routines and games such as the HFW Word Builder Game, and in context, using texts such as "Kim Gets a Kit" and "The Hen Gets Help."

Instructional videos further reinforce memory by focusing on segmenting, spelling, and meaning. The *Phonics & High-Frequency Words Activity Book* supports written application through sentence completion and independent word writing, as seen in Unit 7, Week 2, where students practice *said* and *two*. Also, decodable readers such as *Jim and Jan Have Fun* provide meaningful practice of target words in connected text.

Teacher-directed activities also include multisensory tasks using letter cards to build and write high-frequency words, helping students visualize and internalize spelling patterns.