

Essentials Skills Software Inc.

English Phonics, 2

Phonemic Awareness, Grade 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9781989886311	Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
0%	Noncompliant	Flags Not in Report	8	Flags Not in Report	Flags Not in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	2 out of 28	7%
2. Progress Monitoring	9 out of 26	35%
3. Supports for All Learners	0 out of 27	0%
4. Phonics Rule Compliance	2 out of 31	6%
5. Foundational Skills	2 out of 125	2%

Breakdown by Suitability Noncompliance and Excellence Categories

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

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

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	The "Scope and Sequence" in the materials does not outline the TEKS and ELPS; the materials do not reference them at all.	2/4
1.1b	The materials do not include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days–165, 180, 210).	0/2
1.1c	The materials do not include an explanation for the rationale of unit order, as well as how concepts to be learned connect throughout the course.	0/2
1.1d	The materials do not include protocols with corresponding guidance for unit and lesson internalization.	0/2
1.1e	The materials do not include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.	0/2
—	TOTAL	2/12

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

The materials contain a "Scope and Sequence" in the Teacher Dashboard.

The "Scope and Sequence" lists the eight units: Rhyme Time, Consonant Phonemes, Copycat Phonemes, Vowel Phonemes, Digraph Phonemes, Vowel Phonemes, Fun with Phonemes, and Syllables. Each unit contains activities that target one specific skill, e.g., Rhyme Time, targets rhyming.

The materials do not reference the Texas Essential Knowledge and Skills (TEKS) or English Language Proficiency Standards (ELPS), and there is no explanation of how the concepts taught are correlated to the TEKS or ELPS.

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 activities listed in each unit of the "Scope and Sequence" are self-paced. As students master skills, they can move to the next activity, or activities can be assigned by the teacher with teacher discretion.

The materials do not provide a calendar to support the pacing of lessons within a calendar year.

The materials also do not suggest time frames for the units, skills, or activities.

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 "Scope and Sequence" contains an introductory paragraph with a brief explanation of the contents of the program and how the program works. It explicitly states that skill requirements increase as the students work through various activities.

The materials do not provide clear explanations or deeper understandings of how concepts are connected from one unit to the next, nor how the concepts and skills build upon each other.

The "Program Outline" in the "Scope and Sequence" lists the Rhyme Time unit as the first unit and Consonant Phonemes as the second unit.

The materials do not provide teachers or students any rationale or indication of why or where they would move next.

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

Each unit is broken down into activities, and the "Scope and Sequence" provides teachers instructions for activities.

In Unit 6: Vowel Phonemes, the instructions for the Concentration activity state, "Match the number with the word that has the same number of phonemes to see a hidden picture." The directions for this activity, as well as all of the activities in each unit, do not include learning objectives, instructional strategies, or key vocabulary.

The "Scope and Sequence" does not provide evidence of unit or lesson internalization protocols to support teacher understanding.

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

The "Scope and Sequence" lists each unit, unit activities, and skills taught in each unit. This guidance is written to support teachers but not instructional leaders.

The materials do not include resources or guidance for instructional leaders for implementing the program.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	The materials do not include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.	0/2
1.2b	The materials do not include bilingual (Spanish and English) supports for families for each unit with suggestions to help students make progress.	0/2
—	TOTAL	0/4

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 "Scope and Sequence" lists the activities, directions for each activity, and concepts taught in each of the eight units.

The materials do not provide comprehensive unit overviews that provide academic vocabulary necessary to effectively teach the concepts in each 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 "Family Letter" in English and Spanish, found within the "Resources" tab, gives detailed directions on how to log in to the program from a home device.

The "Family Letter" does not give suggestions on how to support student progress.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	The materials do not 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).	0/8
1.3b	The materials do not include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson and the suggested timing for each lesson component.	0/3
1.3c	The materials do not include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	0/1
—	TOTAL	0/12

1.3a – Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS and the ELPS).

The "Scope and Sequence" gives directions for each activity within the eight different units.

The materials do not include lesson plans that correspond to the unit activities.

The materials do not include daily objectives, questions, materials, or assessments that indicate student mastery of each activity.

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 "Scope and Sequence" lists the phonemic awareness activities in each unit.

The materials do not include lesson overviews for each activity.

The "Scope and Sequence" does not indicate the teacher or student materials needed for the program, nor does it suggest timing for the lessons and units.

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

The "Family Letter" in the "Resources" tab gives detailed directions on how to log in to the program from a home device.

The "Family Letter" does not provide guidance to families on how to use the lesson materials.

In the Teacher Dashboard, teachers assign online activities. The materials do not include guidance for teachers to indicate when to extend practice for students.

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	The materials do not include a variety of instructional assessments at the lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.	4/9
2.1b	All criteria for guidance met.	2/2
2.1c	The materials do not include teacher guidance to ensure consistent and accurate administration of instructional assessments.	0/2
2.1d	The materials do not contain formative assessments. The assessments in the materials are not aligned to the TEKS.	2/6
2.1e	The materials do not include the TEKS-aligned items at varying levels of complexity.	0/2
—	TOTAL	8/21

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.

Teachers assign a pretest to students prior to beginning the online program, which serves as a diagnostic assessment. The program then creates an activity plan the student follows. Students practice in any area where they scored less than 80 percent.

The materials provide a posttest, which is a summative assessment.

The pretest and posttest questions cover the eight concepts and skills taught in all the units: Rhyming, Digraph Phonemes, Copycat Phonemes, Vowel Phonemes, Digraph Phonemes, Phoneme Counting, Phoneme Manipulation, and Syllables.

Questions within the assessments ask students to complete a variety of tasks, including clicking on a word that does not belong, clicking on the correct number of Syllables, typing a new word, and clicking on letters to form a word.

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

The Online Manual and the program description found on the "Phonemic Awareness Assessment" both provide a definition of the pretest. They both state that the assessment evaluates students' identification of 38 phoneme sounds, including long and short vowels, as well as the sound of /y/.

The purpose of the pretest, found in the students' assessment reports, is to create a baseline for each student.

After a pretest (diagnostic) is completed, the program assigns activities to students if they score below 80 percent in a concept area. Students will not work on concepts or skills in which they have scored 80 percent or above.

A teacher may assign a posttest (summative) after a pretest has been completed. The posttest functions just as the pretest in that it assesses students' ability to identify 38 phoneme sounds.

In the Teacher Dashboard, the posttest report can be compared to the pretest report so student progress can be tracked between the two assessments.

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

The materials provide teacher guidance on how to create group and unique assessments. These directions are found in the sidebar box titled "Assigning Program Modules" in the Teacher Dashboard. This guidance does not ensure consistent or accurate administration of instructional assessments.

The program provides students audio cues as assessment directions in both the pretest and posttest. The materials do not provide teacher guidance for assessments.

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

The diagnostic pretest is aligned to the eight main units of the course. The skills assessed in the diagnostic assessment are the same as those found in each of the eight units outlined in the "Scope and Sequence."

The summative posttest is aligned to the eight main units of the course. The skills assessed in the diagnostic assessment are the same as those found in each of the eight units outlined in the "Scope and Sequence."

The materials do not provide formative assessments.

There is no evidence of the TEKS alignment.

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

The materials provide pretests and posttests that contain a variety of activities to evaluate concepts and skills within the eight units of the online program: Rhyming, Digraph Phonemes, Copycat Phonemes, Vowel Phonemes, Digraph Phonemes, Phoneme Counting, Phoneme Manipulation, and Syllables.

The eight units of the online program are outlined on the "Scope and Sequence," but are not tied to the TEKS.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	Instructional assessments and scoring information do not provide guidance for interpreting student performance.	0/2
2.2b	The materials do not provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	0/1
2.2c	The materials do not include tools for students to track their own progress and growth.	1/2
—	TOTAL	1/5

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

The Online Manual provides a section with a brief description of how the pretest and posttest are scored on the reports. The description says that the assessment reports indicate how many questions the student answered correctly.

Student assessment reports are available in the Teacher Dashboard. These reports contain skills attempted, questions attempted, skills mastered, and a percentage score.

The materials do not provide guidance for interpreting assessment scores, nor student performance.

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

The program allows the teacher to assign a pretest to students in the Teacher Dashboard. The materials do not provide guidance to teachers on how to respond to the results of the assessments.

The Online Manual describes how assignments are generated for students in units in which they did not show mastery on the pretests and posttests. The eight units progress from earliest-acquired skills (simplest) to the later-acquired skills (more complex).

The "Scope and Sequence" outlines the eight units in the program, the activities within each unit, and instructions on how to complete each activity. The materials do not include guidance for how teachers would utilize the activities to respond to student performance.

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

Teachers see individual student progress data in the reports within the Teacher Dashboard. In the activity report, teachers see activity name (unit), mastered/attempted, date, time, and scores.

Students earn stars when they earn an 80 percent or above on a unit activity. Three stars denote mastery of the unit activity. They can view the stars they earn on their Personal Achievements screen after they complete an activity. Even though students are able to see in real time how they performed on individual activities, they are not able to track their progress and growth over time and after multiple activities.

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	The materials do not 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.	0/3
3.1b	The materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language).	0/2
3.1c	The materials do not include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	0/2
—	TOTAL	0/7

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 digital phonemic awareness activities in eight different units: Rhyme Time, Consonant Phonemes, Copycat Phonemes, Vowel Phonemes, Vowel Phonemes, Fun with Phonemes, and Syllables. The "Scope and Sequence" shows the instructions for each activity, which are only directions, not lessons. For example, the instructions for Hear the Phoneme in Unit 2 tell students to "Click on the phoneme that you hear." The materials do not include teacher guidance for instruction or differentiated instruction.

The materials include activities created with a "one size fits all" approach. There is no teacher guidance on how to adapt and support students with different learning needs.

The Online Manual recommends students complete the units and activities in sequential order. It directs teachers to assign and reassign activities based on pretest and posttest scores. However, reassignment provides repetitive practice, not differentiated instruction or activities.

The materials provide grade-level phonemic awareness activities without guidance for teachers to support students who have not yet reached proficiency.

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 program's activities reference academic vocabulary. For example, the activity Syllable Search in Unit 8 tells students to "Find the hidden words from the list and click on each syllable of the word, referencing the word *syllable*. The materials do not provide pre-teaching or embedded supports to help students understand this unfamiliar word.

The activity Hear and Match in Unit 8 provides a word list for students. The words on this list include *well*, *quest*, *motor*, *holiday*, and *tower*. The materials do not provide definitions for the words or other embedded supports to aid students' understanding.

The materials do not provide teacher guidance to support student understanding of unfamiliar vocabulary presented or references made in the program's activities.

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.

Teachers assign a pretest to students prior to beginning the online program, which serves as a diagnostic assessment. The program then creates an activity plan the student follows, which is to complete the next unit's activities.

The Online Manual describes how teachers can assign activities in different units based on the pretest scores. Students who demonstrate proficiency in certain units and skills are assigned activities in the next unit. The activities are not differentiated, and the program materials do not have enrichment or extension activities.

The materials include activities created with a "one size fits all" approach. There is no teacher guidance on how to adapt and support students with varying needs or proficiency levels.

The Online Manual states that students should move on to a more challenging program when they have mastered the skills in each unit. The materials do not provide further guidance to teachers as to what program should be used or which skills to work on next.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	The materials do not include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.	0/4
3.2b	The materials do not include teacher guidance and recommendations for effective lesson delivery and facilitation, using a variety of instructional approaches.	0/2
3.2c	The materials do not support multiple types of practice (e.g., guided, independent, collaborative) or include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	0/3
—	TOTAL	0/9

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

The program is a digital, student-facing program. Instruction is in the form of interactive, online activities. A computer-generated voice provides directions for each activity. The materials do not provide teacher modeling or explanations of the concepts or skills being practiced.

The "Scope and Sequence" states instructions given to students for each activity within all eight units. For example, the instructions for Hear the Phoneme in Unit 2 are: "Click on the phoneme that you hear." These instructions do not provide guidance for the teacher to support modeling or explaining concepts and skills.

The program is designed for students to practice without support from the teacher. The materials do not provide prompts to support the teacher in modeling or explaining concepts and skills being learned.

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

The materials provide student-facing activities on a digital platform. Students independently work through eight units covering various phonemic awareness skills. The materials do not allow for teacher-student interaction or lesson delivery from teachers.

The "Scope and Sequence" provides written directions and required skills for all of the activities within the eight units. For example, the directions for the activity Word Builder in Unit 1 are: "Click on the letters to build rhyming word families," and the required skill listed is "understand the principle of rhyming." The program does not provide further instruction or guidance for teachers.

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 provide student-facing activities on a digital platform. Students independently work through eight units covering various phonemic awareness skills. The materials do not support additional types of practice.

The "Scope and Sequence" includes directions for each activity within the eight units. However, it does not provide guidance or recommend structures to effective implementation.

The Online Manual recommends students complete the units and activities in sequential order. It directs teachers to assign and reassign activities based on pretest and posttest scores. The materials do not provide further guidance for effective implementation.

3.3 Support for Emergent Bilingual Students

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	The materials do not include teacher guidance on providing linguistic accommodations for various levels of language proficiency [as defined by ELPS], which are designed to engage students in using increasingly academic language.	0/2
3.3b	The materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/English as a Second Language (ESL) programs.	0/1
3.3c	The materials do not include embedded guidance for teachers to support Emergent Bilingual (EB) students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	0/8
3.3d	This guidance is not applicable to the program.	N/A
—	TOTAL	0/11

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

The "Scope and Sequence" provides an overview of the program and lists the targeted skills in each unit. The materials do not reference the ELPS, or provide an explanation of how the concepts taught are correlated to the ELPS.

The Online Manual gives teachers guidance on how to create classes, read reports, and assign modules. The manual does not include guidance on providing linguistic accommodations.

The materials include eight units with activities that target phonemic awareness skills. The activities are designed for a monolingual audience, are not scaffolded, and do not provide linguistic accommodations to support EB students in using increasingly academic language.

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

The "Scope and Sequence" lists the targeted phonemic awareness skills taught in each of the eight units and gives directions for all the activities in the programs. The materials do not provide guidance to support the program's implementation in bilingual/ESL programs.

The Online Manual gives teachers guidance on how to create classes, read reports, and assign modules. The manual does not include guidance for supporting bilingual/ESL programs.

The overview provided in the "Resources" tab states that the program and its resources motivate all types of learners. The program features one-size-fits-all activities and does not provide accommodations or support for students with varying learning needs.

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 "Scope and Sequence" lists the required skills students need to complete each of the phonemic awareness activities within the eight units. For example, in Unit 5: Digraph Phonemes, students will need and use the skills of sound blending and determining digraph sounds for spoken words, printed words, and given pictures. The materials do not provide lessons that explicitly teach these skills, nor do they provide teacher guidance for developing students' vocabulary and comprehension.

The student-facing activities with computer-generated spoken language provide students with opportunities to hear academic language. The materials do not provide support for aiding students in developing vocabulary, increasing comprehension, building background knowledge, or making cross-linguistic connections.

The program provides online phonemic awareness activities, which students complete independently. Students listen to directions, letter sounds, and words before completing tasks in the activities. The activities do not provide opportunities for students to engage in oral or written discourse.

3.3d – If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

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

4. Phonics Rule Compliance

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

4.1 Explicit (Direct) and Systematic Phonics Instruction

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	The materials do not include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills.	0/2
4.1b	The materials do not include explicit (direct) and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts.	0/4
—	TOTAL	0/6

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

The program is a sequential approach to phonemic awareness. The materials present the skills in a specific order—a gradual progression from earliest developed to latest developed. However, the units and lessons in the program cover phonological awareness, the ability to hear and manipulate sounds in words, and not phonics, which is sound-symbol (phoneme-grapheme) correspondence.

In the Unit 1 activity Do the Words Rhyme? students can click on a checkmark if the words they hear rhyme. In the Unit 2 activity Hear the Phoneme, students listen to audio and then click on the matching phoneme. These are phonological awareness skills, not phonics skills.

This program offers eight units, targeting eight different phonological awareness skills. The questions gradually increase in difficulty as students work through the program's various activities and units in order. Either the teacher assigns activities or the program generates a path for the students based on pretest scores. However, when an activity is not assigned or a path is not generated, students are able to randomly self-select activities within units without completing prior units and required skills.

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 program is a phonemic awareness program in which students practice phonological awareness skills where they identify and manipulate sounds in spoken words. The materials do not include practice opportunities for phonics skills.

In the activity Hear and Match in Unit 7: Fun with Phonemes, students can see the letters, hear the sounds that they make, and click on words that will be made if a spoken phoneme is added. Students are given sounds produced by computer-generated audio, which does not give students the opportunity to practice phonics (decoding) skills.

Additional worksheets are provided on the main page of the website. The additional worksheets are a resource for practicing phonemic awareness skills. The materials do not provide guidance for using the worksheets for practicing phonics skills.

The materials do not provide decodable texts.

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	The materials do not include explicit (direct) phonics instruction with teacher modeling.	0/1
4.2b	The materials do not include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback.	0/3
4.2c	The materials do not include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice.	0/4
—	TOTAL	0/8

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

The program is self-paced for students to complete online. The materials do not include daily lessons, and activities can be completed as assigned by the teacher or chosen by the student.

The program contains directions that guide students how to complete each activity within the eight units. The directions are written in the "Scope and Sequence" and delivered to students by computer-generated audio. The activities do not include daily lessons with explicit instruction explaining phonemic awareness concepts or how to develop phonemic awareness skills. For example, in the activity Word Families in Unit 1: Rhyme Time, the directions state, "Click on the word in the list that does not rhyme."

The activities are online. The materials do not provide instructional opportunities for teacher modeling.

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

When students answer a question incorrectly, the program gives them another chance to answer. This is immediate and corrective feedback when choosing a wrong answer and will support students in choosing the correct answer. However, the materials do not explicitly instruct or guide the students to understand why the answer is correct or incorrect.

Students can click on a Help button within each activity. This button prompts a rereading of the directions or repeats the words for the student. It does not guide students with skill instruction.

The materials do not provide daily lessons, explicit instruction, or guidance for feedback.

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

The program is self-paced for students to complete online. The materials do not include daily lessons, as the activities can be completed as assigned by the teacher or chosen by the student.

Students complete activities independently.

The Essential Skills Phonemic Awareness Program is an online program for students to develop their phonemic awareness skills, not phonics skills.

The materials do not provide opportunities for collaborative learning.

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	The materials do not include intentional cumulative phonics review and practice activities throughout the curriculum.	0/2
4.3b	The materials do not include only phonics skills that have been explicitly taught.	0/1
4.3c	The materials do not incorporate cumulative practice of taught phonics skills.	0/1
4.3d	The materials do not include an instructional focus with opportunities for practice in isolation and decodable connected text.	0/2
—	TOTAL	0/6

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

Each of the eight units in the program includes a cumulative phonemic awareness review at the end. For example, Unit 2: Consonant Phonemes, includes a cumulative review activity at the end of the unit for identifying consonant phonemes. The units do not include phonics reviews or practice activities.

The program provides a pretest and posttest to assess students' phonemic awareness skills. It does not provide a cumulative review for phonics skills.

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

The "Scope and Sequence" outlines the phonemic awareness concepts addressed in the eight units: Rhyming, Digraph Phonemes, Copycat Phonemes, Vowel Phonemes, Digraph Phonemes, Phoneme Counting, Phoneme Manipulation, and Syllables. The program does not explicitly teach phonics skills.

The program gives directions to students on how to complete each activity. For example, in the activity Word Families in Unit 1: Rhyme Time, the directions state, "Click on the word in the list that does not rhyme." The materials do not include explicit skill instruction.

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

Students complete online phonemic awareness activities within the eight units of the program. The materials do not include decodable texts.

Additional phonemic awareness worksheets are available on the main page of the website. The program does not provide decodable texts for practicing phonics skills.

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

Students complete online phonemic awareness activities within the eight units of the program. The materials do not include decodable texts.

Additional phonemic awareness worksheets are available on the main page of the website. The program does not provide decodable texts for practicing phonics skills.

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	The materials do not include progress-monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.	0/2
4.4c	The materials do not include assessment opportunities across the span of the school year aligned to progress-monitoring tools.	0/1
—	TOTAL	2/5

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

The materials include a variety of pretest and posttest assessment tools that are developmentally appropriate for grade 2. The students hear the audio sound of the initial phoneme, and the students must select a matching phoneme.

The pretest and posttest questions cover the eight skills listed in the "Scope and Sequence": Rhyming, Digraph Phonemes, Copycat Phonemes, Vowel Phonemes, Digraph Phonemes, Phoneme Counting, Phoneme Manipulation, and Syllables. Students are able to click on a word that does not belong, click on the correct number of syllables, type a new word, and click on letters to form a word. This sequence progresses from simpler to more complex tasks.

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

Phonemic Awareness is a foundational reading skill, which supports students' acquisition of phonics. Regardless of the grade level, the program provides the same pretest and posttest to assess the areas of phonemic awareness that are underdeveloped in students. This is developmentally appropriate since, without closing the gap, a student will continue to struggle.

The pretest and posttest assessments can be used to determine student mastery of the eight units.

The materials do not provide systematic progress monitoring tools between the diagnostic and summative assessments.

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

The teacher assigns a pretest at the beginning of the program as a diagnostic placement tool.

The teacher assigns a posttest to assess mastery of skills learned in each unit. The materials do not indicate designated times in a school year for assigning the posttests.

The materials do not provide progress monitoring tools.

Teachers assign (and may reassign as needed) unit activities to students who need more practice; however, the materials do not indicate when these should be done in the school year.

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	The materials do not include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	0/1
4.5b	The materials do not include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	0/2
4.5c	The materials do not include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs.	0/2
4.5d	The materials do not include guidance on how to accelerate learning based on the progress-monitoring data to reach mastery of specific concepts.	0/1
—	TOTAL	0/6

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

Teachers track individual student progress by viewing the students' pretest and posttest reports, as well as the Skills reports. The pretest and posttest reports show tables that list the skills tested. The Skills reports show tables that list the activities completed.

The program uses the pretest and posttest results to automatically generate assignments. The teachers may also assign activities based on the results of the tests. However, the materials do not provide further guidance on how to use the results to make instructional decisions.

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

Teachers track individual student progress through the "Reports" tab in the Teacher Dashboard. Teachers may select individual or multiple student names within reports to view individual student data.

The materials do not include whole-class data tools or reports.

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

The Online Manual states that the pretest is a placement test and starting point. It does not give further guidance on determining students' strengths and needs.

Teachers may assign activities based on pretest scores; however, the materials do not provide guidance on determining how often to assign and monitor the activities.

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

The program provides digital activities for students to complete. Teachers may assign activities based on pretest scores; however, the materials do not provide guidance on connecting the assessment results to resources or activities for accelerated instruction.

Teachers have access to additional worksheets within the "Resources" tab to print and give to students. The materials do not have guidance on how to use these worksheets to accelerate learning.

5. Foundational Skills

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

5.B Oral Language

5.B.1 Oral Language Development

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

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

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 program includes digital, student-facing materials only. A computer-generated voice gives students instructions for each activity and will produce the sound of phonemes and blended words.

The "Scope and Sequence" outlines the eight units and the phonemic awareness skills students will be working on in each unit and activity.

The "Scope and Sequence" shows the required skills students need to complete each activity in the eight units. For example, Word Builder in Unit 2 requires sound blending.

The materials do not provide explicit and systematic guidance for how the teacher should use the prompts to build oral language development.

The digital activities do not provide opportunities for students to speak and develop oral language and oracy.

The materials do not provide feedback and coaching opportunities when the students struggle with requisite skills.

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

The program includes digital, student-facing materials only. It is designed for students to complete individually and independently.

The program's activities provide opportunities for students to interact with a digital interface. The students click on words and letters to complete tasks in each activity.

A computer-generated voice gives students instructions in each activity. For example, the instructions in Hear the Phoneme in Unit 2 are: "Click on the phoneme that you hear." The program gives students academic vocabulary, and students may say the words and phonemes they hear.

The materials do not include opportunities for students to engage in two-way communication with others to develop social communication skills.

The activities do not provide opportunities for students to speak, use oral skills, or have discourse with others.

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)

A computer-generated voice gives students instructions in each activity. For example, the instructions in Hear the Phoneme in Unit 2 are: "Click on the phoneme that you hear." Each activity in the program requires students to actively listen to instructions, sounds, and words to complete the digital tasks.

The program includes digital, student-facing materials only. The activities require students to choose answers to prompts by clicking on or dragging letters and words.

In the activity Type the New Word in Unit 7: Fun with Phonemes–Addition, students listen to phonemes to add to words on the screen. Students then construct a word by typing the new word that is made with the new phoneme. This response is a way for students to share their answers.

The materials do not provide opportunities for students to ask questions or engage in discussions with others.

The activities do not provide students with authentic opportunities to communicate effectively with others to share ideas and information.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	The materials do not explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding.	0/4
5.C.2b	The materials do not 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.	0/2
5.C.2c	The materials do not 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.	0/12
—	TOTAL	0/18

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 program is a sequential approach to phonemic awareness. The materials present the phonemic awareness skills in a specific order—a gradual progression from earliest developed to latest developed. The units and lessons in the program cover phonological awareness—the ability to hear and manipulate sounds in words.

The program includes digital, student-facing materials designed for students to complete independently. Students are given instructions and then interact with the digital interface by clicking on visuals to complete tasks.

In the activity Word Builder in Unit 1: Rhyme Time, students click on letters, and the computer-generated voice says the phoneme sound and blends the sound with other phonemes. The program decodes the words for the students.

In the activity Type the New Word in Unit 7: Fun with Phonemes–Addition, students listen to phonemes to add to words on the screen. Students then construct a word by typing a letter at the beginning of a word to construct a new word. Students are only expected to know the letter of the first sound of the word, not a full word.

The units and lessons in the program do not cover letter names and sounds or phoneme-grapheme correspondence.

The materials do not include explicit instruction or lessons for letter-sound relationships.

The materials do not provide opportunities for students to decode words.

The materials do not provide activities or opportunities for students to apply letter-sound relationship knowledge for basic encoding.

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 Online Manual tells teachers how to assign units and activities to students based on their pre- and posttest scores.

The "Scope and Sequence" provides teachers with an outline of the program's units, the activities within the units, and the instructions and required phonemic awareness skills for each activity.

The program's activities provide "noises" as feedback to students. In Sort the Sounds of C in Unit 3: Copycat Phonemes, a soft sound indicates incorrect answers and prompts the student to make another selection. A positive, upbeat sound, followed by a piece of a picture being revealed, indicates correct answers to students. This feedback is corrective.

The manual does not provide guidance to teachers for providing instruction on connecting phonemes to letters within words.

The digital activities do not provide opportunities for teacher instruction or feedback.

The materials do not provide explanations to students regarding their errors and misconceptions.

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 program includes a variety of online, interactive activities for students to practice alphabet knowledge in isolation. For example, in the activity Hear the Phoneme in Unit 2: Consonant Phonemes, students are directed to "Click on the phoneme that you hear." Students click on the letters that represent the sound they are given.

In the activity Word Builder in Unit 1: Rhyme Time, students click on letters, and the computer-generated voice says the phoneme sound and blends the sound with other phonemes.

The materials do not include activities for applying alphabet knowledge to decoding words in isolation or in decodable texts.

The materials do not provide opportunities for students to decode as the program decodes the words for them.

The materials do not include decodable connected texts.

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	The materials do not 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).	0/2
5.D.1b	The materials do not include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions.	0/2
5.D.1c	The materials do not 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).	0/4
—	TOTAL	0/8

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 activities within each of the eight units present skills in an order from simple to more complex. For example, Unit 1: Rhyme Time, begins with the activity Same or Different. Students listen to two words, identify if they have similar sounds by clicking a check mark or different sounds by clicking on an "X." The activities in the unit then progress to more complex skills. In Pick the Picture, students listen to a word and then click on the picture that rhymes with the given word.

The "Scope and Sequence" outlines the eight units of the program and the skills addressed in each unit. In Unit 1: Rhyme Time, students recognize rhyming words. In Units 2–5, students work on blending sounds and identifying individual phoneme sounds. The skill complexity progresses further in Unit 7: Fun with Phonemes, in which students delete, add, and substitute sounds in words. However, in Unit 8:

Syllables, students work on simpler phonological awareness skills of identifying and manipulating larger units of sound, or syllables in words.

The materials do not reference or align to the TEKS.

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 program contains directions that guide students on how to complete each activity within the eight units. The directions are written in the "Scope and Sequence" and delivered to students by computer-generated audio. For example, in the activity Word Families in Unit 1: Rhyme Time, the directions state, "Click on the word in the list that does not rhyme."

Some of the online activities in the units include a "Word List" tab. Students click on the tab to see the words that are presented in the lesson. At the top of the screen above the words, a sentence or paragraph gives the definition of a skill. For example, in Do the Words Rhyme? in Unit 1, the paragraph defines the word *rhyme*. Students click on the ear icon to hear the paragraph and definition read to them.

In the activity Do the Words Rhyme? in Unit 1, students click a check mark icon if two given words rhyme or an "X" icon if they do not rhyme. If the student chooses the correct answer, a piece of puzzle is removed to uncover part of a hidden picture. If incorrect, a squish sound is made, but no additional squish sound is made if students choose incorrectly again on the same question. This is corrective feedback but does not support student understanding with an explanation.

The activities do not include daily lessons with explicit teacher instruction of phonological awareness skills.

The activities do not include explanatory feedback to students.

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)

Students complete the program's digital activities independently. After being given computer-generated instructions, students interact with the digital interface by clicking on visuals and icons to complete tasks.

In the activity Take Away in Unit 7: Fun with Phonemes, students practice phoneme deletion, a phonological awareness skill. The activity gives the students a word with directions on which phoneme to delete. The students then respond by typing the new word. For example, when students are given the word *brand* with the direction of taking away the /d/ sound, the students then type *bran*.

The program provides matching games in the activity, Concentration, which can help with memory skills. However, the activities are digital and do not incorporate chants, songs, or rhymes to strengthen sound memory.

The materials include a posttest, which is a cumulative assessment of the phonemic awareness skills used in all eight units. Students are allowed to take the posttest at the end of each unit. The posttest cumulatively assesses phonemic awareness skills.

The materials do not reference or align to the TEKS.

5.D.2 Phonemic Awareness (K–2)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.2a	The materials do not include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices, such as adding, deleting, and substituting syllables.	0/3
5.D.2b	The materials do not include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions.	0/2
5.D.2c	The materials do not 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.	0/2
5.D.2d	The materials do not include a variety of activities and/or resources for students to develop or reinforce phonemic awareness skills—through cumulative review.	1/3
—	TOTAL	1/10

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 directions for each activity are written in the "Scope and Sequence" and delivered to students by computer-generated audio. For example, in the activity Word Families in Unit 1: Rhyme Time, the directions state, "Click on the word in the list that does not rhyme."

In Unit 2: Consonant Phonemes, students practice identifying phonemes in words in the various activities. For example, in the activity Hear the Phoneme in Unit 2: Consonant Phonemes, students are directed to "Click on the phoneme that you hear." Students click on the letters that represent the sound they are given.

Unit 7: Fun with Phonemes, includes five activities for adding, deleting, and substituting phonemes. In the activity First Letter Change, a word is shown on the screen, students click on the sound the computer gives them, and then students type a new word. For example, the word on the screen may be *top*. The students click on the new sound, and the computer audio says the /p/ sound. Students then type the new word *pop*.

The directions included in the materials guide students on how to complete each activity; however, they are not introductions to phonemic awareness skills.

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)

In the activity Do the Words Rhyme? in Unit 1, students click a check mark icon if two given words rhyme or an "X" icon if they do not rhyme. If the student chooses the correct answer, a piece of puzzle is removed to uncover part of a hidden picture. If incorrect, a squish sound is made, but no additional squish sound is made if students choose incorrectly again on the same question. This is corrective feedback, but does not support student understanding with an explanation.

Some of the online activities in the units include a "Word List" tab. Students click on the tab to see the words that are presented in the lesson. At the top of the screen above the words, a sentence or paragraph gives the definition of a skill. For example, in Hear the Phoneme in Unit 2, the paragraph defines the word *phoneme*. Students click on the ear icon to hear the paragraph and definition read to them.

The program contains directions that guide students on how to complete each activity within the eight units. The directions are written in the "Scope and Sequence" and delivered to students by computer-generated audio. For example, in the activity Same or Different in Unit 5: Digraph Phonemes, the directions state, "Click on the picture that has the /ch/ sound in the beginning."

The activities do not include daily lessons with explicit teacher instruction of phonemic awareness skills.

The activities do not include explanatory feedback to students.

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 activity Hear the Phoneme, in Unit 2: Consonant Phonemes, connects phonemic awareness practice activities to basic decoding. Students listen to a sound and click on the letter that corresponds to the sound.

In the activity Word Builder in Unit 4: Vowel Phonemes, students click on sequences of letters. The program gives the letter sounds and blends the sounds together to form words.

In the Unit 7: Fun with Phonemes activities, students can partially encode words by manipulating either the beginning or ending sound. These activities provide practice for manipulating phonemes and letter-sound correspondence.

The materials do not include explicit guidance for connecting phonemic awareness to the alphabetic principle to support decoding and encoding.

The digital activities do not provide opportunities for students to speak or transition from students' oral language to decoding and encoding.

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)

In Unit 5: Digraph Phonemes, students have four subcategories: /ch/, /sh/, /th/, and /wh/. In the ch activity there are six subcategories. In the activity Where is the Sound, students listen to a word and click on the beginning or ending icon to tell where the sound is located in the word.

Each unit in the program is a stand-alone unit. Students complete the activities in the unit and then move to the next skill. Unit 5: Digraph Phonemes, includes a review of identifying Digraph Phonemes; however, students then move to the next unit.

The materials do not include cumulative review activities to reinforce multiple phonemic awareness skills over time.

The online program gives students the opportunity to practice phonemic awareness skills within each of the eight units. In Count the Phonemes in Unit 6, students listen to two words and click on a red checkmark if the words have the same number of phonemes. Students click on a red "X" if the words have different amounts of phonemes.

The materials do not include explicit instruction to support students' development of phonemic awareness skills.

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	The materials do not include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.	0/1
5.E.1b	The materials do not include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns.	0/1
5.E.1c	The materials do not include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review).	0/3
5.E.1d	The materials do not 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 decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	0/4
—	TOTAL	0/9

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

In Word Builder in Unit 2: Consonant Phonemes, students are exposed to words with CVC, CVCC, and CCVC spelling patterns. Students click on sequences of letters, and the computer-generated audio says the sounds and then blends them together to make words. This is a phonemic awareness activity.

Unit 5: Vowel Phonemes, provides opportunities for students to determine long and short vowel sounds. In the activity Gumballs, students digitally color gumballs black if the words have long vowels and blue if the words have short vowels. This is a phonemic awareness activity to determine sounds.

The program is a sequential approach to phonemic awareness. The materials present the skills in a specific order—a gradual progression from earliest developed to latest developed. However, the units and lessons in the program cover phonological awareness, the ability to hear and manipulate sounds in words, and not sound-spelling patterns.

The materials do not reference or align to 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 teachers access to a "Scope and Sequence," which lists the activities in each unit. The "Scope and Sequence" provides directions for students on how to complete each activity within the eight units. The directions are delivered to students by computer-generated audio. For example, in the activity Word Search in Unit 5: Digraph Phonemes, the directions state, "Find the hidden word and click on each letter of the words."

The program is a digital phonemic awareness program in which students independently practice phonological awareness skills where they identify and manipulate sounds in spoken words. The materials do not include instruction for sound-spelling patterns.

The phonemic awareness program materials do not include daily lessons with explicit teacher instruction.

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)

Unit 5: Vowel Phonemes, provides opportunities for students to determine long and short vowel sounds. In the activity Gumballs, students digitally color gumballs black if the words have long vowels and blue if the words have short vowels. This is a phonemic awareness activity to determine sounds, not to learn sound-spelling patterns.

In Unit 7: Fun with Phonemes, students practice typing and spelling words. In Last Letter Change, students type the new word that will be made if they change the last letter of the word on the screen to the phoneme they hear. The words they type have CVC, CVCC, and CCVC spelling patterns. The word is given to them, and the only thing they change is a letter.

The phonemic awareness program materials do not include lessons or activities for developing, practicing, or reinforcing sound-spelling patterns.

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

The program is a phonemic awareness program in which students practice phonemic awareness skills where they identify and manipulate sounds in spoken words. The materials do not include opportunities to support students in decoding and encoding words.

In the activity Hear and Match in Unit 7: Fun with Phonemes, students can see the letters, hear the sounds that they make, and click on words that will be made if a spoken phoneme is added. Students are given sounds produced by computer-generated audio, which does not give students the opportunity to practice phonics (decoding) skills.

Additional worksheets are provided on the main page of the website. The additional worksheets are a resource for practicing phonemic awareness skills. The materials do not provide guidance for using the worksheets for practicing decoding and encoding skills.

The phonemic awareness program materials do not include lessons or activities for teaching sound-spelling patterns.

The materials do not provide decodable connected texts.

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	The materials do not include a systematic sequence for introducing regular and irregular high-frequency words.	0/2
5.E.2b	The materials do not include teacher guidance to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words.	0/4
5.E.2c	The materials do not 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).	0/12
5.E.2d	The materials do not 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).	0/4
—	TOTAL	0/22

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

Many of the program's activities expose students to words. For example, in the activity Hard and Soft Gumballs in Unit 3: Copycat Phonemes, students sort words with soft /g/ and soft /c/. The words, however, are not high-frequency words.

In Hear and Match in Unit 7: Fun with Phonemes, students are shown a rhyme plus three words. The students click on the word that is made with the addition of the phoneme they hear in the activity. The words are not high-frequency words.

The program is a sequential approach to phonemic awareness. The materials present the skills in a specific order, a gradual progression from earliest developed to latest developed.

The materials do not systematically introduce regular or irregular high-frequency words.

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 provide teachers access to the "Scope and Sequence," which lists the activities in each unit. The "Scope and Sequence" provides directions for students on how to complete each activity within the eight units. The directions are delivered to students by computer-generated audio. For example, in the

activity Type the New Word in Unit 7: Fun with Phonemes, the directions state, "Type the new word you will have if you add the phoneme that you hear to the beginning of the word on the screen."

The activities in Unit 7: Fun with Phonemes present students with opportunities to type and spell words. Students are given a word at the top of the screen and a computer-generated phoneme sound. The students type the new word that is produced if the phoneme is added or deleted to the word given. This is not encoding, as the word given to them is on the screen, and they are only adding or deleting a letter when typing the new word.

The program is a digital phonemic awareness program in which students independently practice phonological awareness skills where they identify and manipulate sounds in spoken words. The materials do not provide instruction for decoding and encoding high-frequency words.

The phonemic awareness program is a self-paced digital program designed for students to complete independently without teacher guidance. The materials do not include daily lessons with explicit teacher instruction.

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)

In Unit 7: Fun with Phonemes, students practice typing and spelling words. In Last Letter Change, students type the new word that will be made if they change the last letter of the word on the screen to the phoneme they hear. The words they type have CVC, CVCC, and CCVC spelling patterns. The word is given to them, and the only thing they change is a letter. The words are not high-frequency words.

In Picture Match in Unit 8: Syllables, students look at a picture and click on words to create the multisyllabic word that matches the picture. For example, if the picture is a snowman, the students click on *snow* and *man* to make the word *snowman*. The students may independently read the words, but the program also gives the words to the students with computer-generated audio. Even though this activity provides an opportunity to practice decoding isolated words independently, the words are not high-frequency words.

The phonemic awareness program materials do not provide a systematic approach to introduce, practice, or reinforce the decoding and encoding of regular or irregular high-frequency words.

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)

In the activity Hear and Match in Unit 7: Fun with Phonemes, students can see the letters, hear the sounds that they make, and click on words that will be made if a spoken phoneme is added. Students are given sounds produced by computer-generated audio, which does not give students the opportunity to practice decoding skills. However, the words are not high-frequency words.

Additional worksheets are provided on the main page of the website. The additional worksheets are a resource for practicing phonemic awareness skills. The materials do not provide guidance for using the worksheets to practice reading and writing high-frequency words.

Activities in the online program provide lists of the words used in the activities. These are found at the bottom of the computer screen in each activity. The words are not high-frequency words, and the lists are not used for the purpose of decoding.

The digital program is a phonemic awareness program in which students practice phonemic awareness skills where they identify and manipulate sounds in spoken words. Students click on letters, words, and icons to complete tasks in the online platform.

The materials do not include opportunities to support students in reading and writing high-frequency words in isolation or in connected text.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.3a	The materials do not include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	0/2
5.E.3b	The materials do not include teacher guidance to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words.	0/8
5.E.3c	The materials do not include a variety of activities and/or resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review).	0/12
5.E.3d	The materials do not include a variety of activities and/or resources for students to practice decoding and encoding one-syllable or multisyllabic words, using knowledge of syllable types and syllable division principles, in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	0/8
—	TOTAL	0/30

5.E.3a – Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)

Unit 8: Syllables includes six activities in which students work on dividing words into syllables, counting syllables in printed and spoken words, and constructing new words from putting syllables together. In Count the Syllables, students click on syllable parts of given words, then select the number of syllables in the word. Students recognize how to count syllables in a word, but do not receive instruction in syllable types and division principles.

In Picture Match in Unit 8: Syllables, students look at a picture and click on words to create the multisyllabic word that matches the picture. For example, if the picture is a snowman, the students click on *snow* and *man* to make the multisyllabic word *snowman*. Students learn that two one-syllable words can be joined to create two-syllable words, but do not receive instruction in syllable types and division principles.

The program is a sequential approach to phonemic awareness. The materials present the skills in a specific order, a gradual progression from earliest developed to latest developed. However, the units and lessons in the program cover phonological awareness—the ability to hear and manipulate sounds in words—and not syllable types and division principles.

The materials do not reference or align to the TEKS.

5.E.3b – Materials include teacher guidance to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T)

The "Scope and Sequence" lists the activities in each unit and provides directions for students on how to complete each activity. The directions are delivered to students by computer-generated audio. For example, in the activity Syllable Search in Unit 8: Syllables, the directions state, "Find the hidden words from the list and click on each syllable of the word."

Hear and Match in Unit 8: Syllables gives students an option to click on the "Words" tab. The list contains words used in the activity and a brief explanation of the word *syllable*. It also includes examples of one-, two-, and three-syllable words. Students click on the ear icon to hear the information read out loud.

The program is a digital phonemic awareness program in which students independently practice phonological awareness skills where they identify and manipulate sounds in spoken words. The materials do not include teacher guidance or explicit instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words.

The phonemic awareness program materials do not include daily lessons with explicit teacher instruction.

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

In the activity Word Builder in Unit 1: Rhyme Time, students click on letters, and the computer-generated voice says the phoneme sound and blends the sound with other phonemes. The program reads, or decodes, the words for the students.

In the activity Hear and Match in Unit 7: Fun with Phonemes, students can see the letters, hear the sounds that they make, and click on words that will be made if a spoken phoneme is added. Students are given sounds produced by computer-generated audio, which does not give students the opportunity to practice decoding skills.

In Unit 7: Fun with Phonemes, students practice typing and spelling words. In Last Letter Take Away, students type the new word that will be made if they delete the last letter of the word on the screen. The words they type have CVC and CVCC spelling patterns. The word is given to them visually on the screen, which does not give the students the opportunity to practice encoding words.

The phonemic awareness program materials do not include lessons or activities for developing, practicing, or reinforcing skills to decode and encode one-syllable or multisyllabic words.

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

The online program includes a variety of activities in which students have the opportunity to practice decoding words. For example, in Concentration in Unit 8: Syllables, students click on a card, which turns over and contains a one-syllable word. The students then click on another card with a one-syllable word. The words match if they create a compound word. The cards with *cup* and *cake* match because they join together to make the compound word *cupcake*. Even though students can use this as an opportunity to decode the words on the cards, the program uses computer-generated audio to read the words, and students are not expected to decode the words independently.

Additional worksheets are provided on the main page of the website. The additional worksheets are a resource for practicing phonemic awareness skills. The materials do not provide guidance for using the worksheets for practicing decoding and encoding skills using knowledge of syllable types and division principles.

The program is a phonemic awareness program in which students practice phonemic awareness skills where they identify and manipulate sounds in spoken words. The materials do not include opportunities to support students in decoding and encoding words using knowledge of syllable types and division principles.

The materials do not provide decodable connected texts.

5.E.4 Morphological Awareness (1–3)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.4a	The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	0/1
5.E.4b	The materials do not include teacher guidance to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension.	0/4
5.E.4c	The materials do not include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review).	0/3
5.E.4d	The materials do not include a variety of activities and/or resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts).	0/4
—	TOTAL	0/12

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

The "Scope and Sequence" outlines the eight units of the program and the skills covered within each unit: Rhyming, Digraph Phonemes, Copycat Phonemes, Vowel Phonemes, Phoneme Counting, Phoneme Manipulation, and Syllables. These are phonemic awareness skills, not morphological awareness skills.

In Word and Picture Match in Unit 7: Fun with Phonemes, students click on the letter to be taken away from the word on the screen to make a new word that matches the picture on the screen. Even though students derive meanings of words using pictures, the skill students use is phoneme deletion.

The materials do not reference or align to the TEKS.

5.E.4b – Materials include teacher guidance to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)

The "Scope and Sequence" lists the activities in each unit and provides instructions for students on how to complete each activity. The instructions for Picture Match 2 in Unit 8: Syllables state, "Click on the

words from the two lists to make the word for the picture you see." These instructions are to support students in understanding how to complete the activity.

The phonemic awareness program provides student facing materials on a digital platform where students independently complete tasks. The materials do not include daily lessons with explicit teacher instruction.

The program is a phonemic awareness program in which students practice phonemic awareness skills, i.e., identifying and manipulating sounds in spoken words. The materials do not include teacher guidance or explicit instruction for recognizing common morphemes and using their meanings to support decoding, encoding, and reading comprehension.

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

The digital activities give students opportunities to practice phonemic awareness skills. In Build a Word in Unit 7: Fun with Phonemes, students select a phoneme to add to a given word, or morpheme. For example, the left side of the screen will show *and* and the right side of the screen will show the letters *b*, *h*, and *s*. The students click on the letters to build the words *band*, *hand*, and *sand*. In this activity students practice the skills of phoneme addition. The activity does not provide students an opportunity to understand the meanings of the words, or morphemes.

In Picture Match 1 in Unit 8: Syllables, students click on words from two lists to make compound words that match a given picture. The words are read out loud to the students. The picture supports students' understanding of the new compound words made. However, the students are not given visual support to understand the meaning of the one-syllable words, or morphemes, in the lists. The activity is designed for students to practice joining spoken syllables to form new words.

The phonemic awareness program materials do not include lessons or activities for developing, practicing, or reinforcing morphological skills.

5.E.4d – Materials include a variety of activities and/or resources for students to decode and encode words with morphemes in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

The digital program includes eight units of online phonemic awareness activities covering the following skills: Rhyming, Digraph Phonemes, Copycat Phonemes, Vowel Phonemes, Phoneme Counting, Phoneme Manipulation, and Syllables. The activities do not include opportunities for students to decode and encode words with phonemes.

The materials include additional worksheets on the main page of the website. The worksheets are a resource for practicing phonemic awareness skills. The materials do not provide guidance for using the worksheets for decoding and encoding words with morphemes.

The materials do not provide decodable, connected texts.