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English Phonics, 1

Texas Saxon Reading Foundations Grade 1

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798202134777	Print	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	1	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	28 out of 28	100%
2. Progress Monitoring	25 out of 26	96%
3. Supports for All Learners	26 out of 27	96%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	105 out of 108	97%

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	8
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 *Saxon Reading Foundations Teacher's Manual*, Vols. 1 (Lessons 1–70) and 2 (Lessons 71–140) include a comprehensive *Scope and Sequence*. Both the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS) are clearly defined in the *Teacher's Manual*. For example, Lesson 17's new concept is reading and spelling the consonant *h*. The corresponding TEKS for that unit are listed in the *Scope and Sequence* in the final column.

The program includes multilingual learner support embedded in each lesson; the material explicitly references the ELPS. Furthermore, the "Instructional Overview" encourages teachers to review the "Multilingual Learner Support" tips before each lesson. These tips provide strategies such as defining vocabulary, modeling skills, and demonstrating tasks, with each support categorized as light, moderate, or substantial based on the level of assistance. Furthermore, the *Scope and Sequence* identifies specific TEKS and ELPS taught in each lesson and outlines the concepts taught in the course. This ensures educators maintain alignment with state standards, monitor coverage of required content, and plan instruction that meets the expectations outlined by the Texas Education Agency.

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 grade 1 *Pacing Guide* located in the "Instructional Overview" includes a suggested pacing document that outlines the TEKS addressed in each unit. For example, the *Teacher's Manual* recommends teaching

one lesson per day. According to the materials, teachers should complete four instructional lessons and one assessment per week.

In the grade 1 materials, there is a formal *Pacing Guide* to support effective implementation for various instructional calendars. The materials include suggested pacing for 165-, 180-, and 210-day calendars. The pacing calendars offer options for adjusting the time spent on units without disrupting the sequence and coherence of content.

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

Under the "Following the Scope and Sequence" section, there is an explanation about the unit order. The material states, "Lessons are designed and progress in an intentional order. Do not skip or change the order of lessons."

The materials explain that lessons are designed to progress in an intentional order and emphasize that skipping or changing the sequence is not recommended. The text also notes that mastery is achieved over time through practice. The lessons follow a consistent, concept-a-day structure, as seen in Lesson 32, which includes phonemic awareness, sound review, spelling, a new concept (or), and application.

In the *Texas Teacher's Resource Guide*, the grade 1 materials include a rationale for unit order. The materials state, "It is systematic, in that it teaches simpler skills and builds to more complex skills using a research-based Scope & Sequence. The *Scope and Sequence* guides explicit, teacher-led instruction with concepts building from the known to the unknown, including daily application, review, and repetition to achieve mastery."

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

The materials include video tutorials that support lesson internalization. There are instructional videos for teachers on how to teach certain parts of the lesson. For example, in the "Online Flight" digital materials for grade 1, there is a video tutorial on how to use the Letter Card Deck that is a part of most lessons.

The materials include protocols with corresponding guidance for unit internalization. At the start of each unit, the materials include a Unit Summary, Unit Outcomes, and Big Ideas, which are intended to help educators to internalize the material and know where students are expected to be by the end of the unit. For example, Unit 1 states, "Unit 1 establishes a foundation for future learning by introducing the alphabetic principle, the concept that letters represent sounds, and the knowledge that letters' sounds are blended to form words. It presupposes some background knowledge, allowing for a quick pace with the introduction of eight letters and two spelling patterns in the first ten lessons."

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

The *Teacher's Manual* for *Saxon Reading Foundations* grade 1 serves as a valuable resource for teachers, providing comprehensive tools for effective lesson planning and instruction. It includes a *Scope and Sequence* for the entire year, detailed lesson breakdowns, and a list of materials needed for each lesson. For example, for Lesson 21, the materials required are the Alphabet Handwriting Strips, Letter Tile K, Letter Tiles (in container), Review Decks, Letter Card 15, Picture Card 19, Sight Word Card 10, Spelling Card 18, Worksheet 21, Spelling List 2, Handwriting Practice Kk, and Sight Word Practice 2–4. Prior to Lesson 21, the teacher should review the picture on the Kk Wall Card and fold Spelling Unit 2 in half lengthwise (with the words facing out).

The materials include many resources to support teachers in implementing the materials as designed. For example, in the Online Resource Flight, there are 18 video tutorials. Grade 1 video tutorials include how to gradually release lessons to the children, vowel rules, sight word resources, and 15 more videos to help teachers implement and understand the materials.

The materials include guidance for instructional leaders to support teachers with implementing the materials as designed. Located in the *Texas Teacher's Resource Guide*, there are several materials for instructional leaders to support teachers. For example, there is a "Leader Protocol," "Instructional Rational Sequence," and "Observation Tools." These tools allow instructional leaders to work with educators in order to plan and implement the materials effectively.

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 *Saxon Reading Foundations* grade 1 provides background content knowledge and academic vocabulary. Each lesson begins with a Warm-Up that reinforces previously taught content. In Lesson 7, the teacher leads an interactive Alphabet Activity in which students take turns naming letters in alphabetical order. This activity builds fluency with the alphabet while engaging students in movement and review. Furthermore, the "Multilingual Learner Support" section in each lesson helps teachers explicitly teach key vocabulary. For example, in Lesson 7, the word *lit* is introduced with context sentences such as, "The sun rays lit up the room," which help students connect vocabulary to meaning.

The materials include background content knowledge necessary to effectively teach the concepts in each unit. For example, each unit contains Outcomes, Big Ideas, Essential Questions, and Assessments sections located in the *Texas Teacher's Resource Guide*, which provide the necessary background knowledge and essential vocabulary necessary to teach the concepts of 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 materials provide resources in both English and Spanish. The *Saxon Reading Foundations* program includes three types of guardian letters to help families support their child's learning at home. The Phonics letter explains that kids will learn letter sounds and reading skills step by step, and guardians can help by reviewing schoolwork and practicing at home. The Fluency letter encourages guardians to read with their child, use word lists, and help them read smoothly and with expression. The Handwriting letter introduces fun ways, like skywriting and talk-throughs, to teach letter writing, and reminds guardians to help their child form letters correctly and hold their pencil the right way. These are provided in both English and Spanish. The *Saxon Reading Foundations* materials include support for families in Spanish for each unit with suggestions on supporting the progress of their students. For example, the material includes "Spanish At-Home-Letters," "Spanish Unit Letters," and "Program At-Home-Letters," which are located in the *Texas Teacher's Resource Guide*. These materials inform families about the objectives of each unit and provide suggestions for how they can support students' progress and achievement.

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 *Saxon Reading Foundations* materials include comprehensive, structured lesson plans aligned to the TEKS and aligned to the ELPS. The materials also include daily objectives aligned to the lesson standards. TEKS- and ELPS-aligned lessons clearly set the goal for daily instruction. For example, in Lesson 26, the objective is "To decode words with the letter *m* by applying letter-sound correspondence."

The *Saxon Reading Foundations* materials include questions to check for understanding of lesson objectives. For example, each unit includes a "Summative Assessment" chart, which is intended to show which standards are assessed and multiple-choice questions to check for understanding and mastery of the units' objectives.

Each individual activity within the *Saxon Reading Foundations* lessons has a clear, specific objective. Furthermore, the Lesson Preparation section lists materials necessary, such as Alphabet Handwriting Strips, Letter Tile b, additional Letter Tiles, Review Decks, Letter Card 17, Picture Card 21, Sight Word Card 11, Spelling Card 19, Worksheet 24, Handwriting Practice Bb, Decodable Reader 6, a balloon in a sack, and colored pencils. To support efficient planning, the *Teacher's Manual* includes images of these materials, offering visual guidance for teachers. This structure ensures that teachers are fully equipped for effective instruction.

The materials contain structured lessons that include assessments every five lessons to gauge the mastery of the previous lessons. For example, Lesson 125 assesses reading, spelling, fluency, sight words, and written text. In the *Teacher's Assessment Guide*, the mastery percentages are listed for each section. However, the connection to the lesson objective is minimal.

The materials do include specific tasks designed to promote mastery of the lesson objectives. For example, in Lesson 52, the increment introduces the floss rule, explaining that when a one-syllable root word has a short vowel followed by the sound /f/, /l/, or /s/, these sounds are usually spelled *ff*, *ll*, or *ss*.

Students are guided through the gradual release model to identify words that do and do not follow the floss rule, supporting the development of foundational phonics skills.

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.

In the *Saxon Reading Foundations* grade 1, Lesson 27, the *Teacher's Manual* provides a detailed and visually supported list of both teacher and student materials. It includes Elkonin Boxes Resource 1, Tokens, Letter Tile Review Decks, Letter Card 19, Picture Cards 23 and 24, Spelling Cards 21 and 22, and Sight Word Card 13 for teacher use; for student use, Worksheet 27, Handwriting Practice Ee, Decodable Reader 7, and colored pencils. The inclusion of both written and pictorial references helps teachers quickly identify and gather materials needed for the day's instruction, supporting efficient lesson preparation. The materials' clear and consistent organization enhances lesson readiness, reduces cognitive load during planning, and promotes smoother instructional delivery, especially helpful in fast-paced classroom settings.

The *Saxon Reading Foundations* materials include suggested timing allocations for each component. The material provides time allocations for each lesson as a whole, as well as time allocations for each component in the lesson. Including the time allocations for each lesson and component allows teachers to plan and implement the material effectively.

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

The *Teacher's Manual* includes consistent and specific guidance on the effective use of materials for extended practice, including homework and differentiation. Each lesson concludes with a list of School/Home Reinforcement activities that align directly with the day's objectives. For example, Lesson 26 includes School/Home Reinforcement Worksheet 26, Spelling List 3, Handwriting Practice for the letter *Mm*, and Sight Word Practice 5. These resources provide structured opportunities for students to practice foundational skills outside of the core instructional time, helping to reinforce learning at home and support skill retention.

In addition to homework guidance, the materials provide differentiation strategies to support students who need additional help. In Lesson 26, the manual offers targeted support for children who are struggling to connect the letter *m* with the /m/ sound. It instructs teachers to help these students practice identifying words that begin with *m*, and includes specific preparation steps—such as creating a set of words beginning with *m* to use during small-group or individual practice. This level of detail supports teachers in delivering effective, needs-based instruction and ensures that all students have access to appropriate reinforcement and extension activities.

2. Progress Monitoring

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

2.1 Instructional Assessments

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.1a	All criteria for guidance met.	9/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	All criteria for guidance met.	6/6
2.1e	All criteria for guidance met.	2/2
—	TOTAL	21/21

2.1a – Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

The materials include a variety of instructional assessments at the lesson and unit level, including varying types of tasks for diagnostic, summative, and formative assessments. "Lesson Objective Quick Checks," for example, include a variety of question types that require critical thinking. Furthermore, lesson level assessments also include a variety of tasks, including oral questions, written response, and surveys.

The materials include a variety of tasks for diagnostic, formative, and summative assessment, including activities such as oral response, written application, surveys, etc. For example, there are several Depth of Knowledge tasks that require reasoning and extended thinking, including the Essential Questions at the start of each unit, "Lesson Objective Quick Checks" in each lesson, and Unit Assessments, which require oral response, written response, and surveys.

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

The grade 1 materials include intended purposes for some assessments. For example, the spelling tests state they "evaluate mastery of the concepts and skills that have been practiced for at least five days." In Lesson 30, students spell words such as *as*, *so*, *is*, and *and*. The materials include a Sight Word Evaluation Form but do not explain if it is a formative or summative assessment. The *Teacher's Manual* provides no definition for this tool. In Lesson 10, Assessment 1, the teacher is directed to say, "Today we will see who remembers the letters and sounds we have practiced."

The materials include the definition for the types of instructional assessments including the definition for summative, formative, and diagnostic assessments. For example, the materials define diagnostic

assessments as, "Diagnostic assessments are designed to gather baseline information regarding students' strengths and areas of concern in specific domains. Student performance on the diagnostic assessments should guide instruction and allow the teacher to provide targeted support to strengthen each child's knowledge gaps."

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

The materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. For example, the "Assessment Overview" tab, located on the "Online Flight" resource, provides teachers with instructions on how to administer the assessments. In addition, it tells what materials are needed to administer the assessments. For example, in Lesson 10, Assessment 1, the instructor is given directions on how to administer the written portion of the assessment, and it is given to the whole class.

Consistency is evidenced in the *Saxon Reading Foundations* grade 1 material by the same instructions being given to the teacher on each assessment, which occurs every five lessons. For example, Lessons 10, 15, 20, etc., have the same directions for the oral, written, and fluency sections. This allows the teacher to become familiar with the routines and the process. One example of consistent administration throughout the material is when the teacher is listening to a child read orally for the fluency assessments, the teacher is given the directions on how to record miscues. The *Saxon Reading Foundations* grade 1 material reads, "Count self-corrections and repetitions as correct. Count mispronunciations, substitutions of any sort, or omissions as incorrect. If a child hesitates for three seconds or clearly does not know a word, pronounce it and count it as incorrect." This clearly demonstrates consistent administration of instructional assessments.

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

The diagnostic, formative, and summative assessments in the grade 1 materials are aligned to the objectives of the lessons. For example, in Lesson 15, the students are assessed on skills and tasks from the previous four lessons: phonemic awareness, reading, reading comprehension, and spelling. The assessment is linked to the objectives from the previous lessons.

The *Saxon Reading Foundations* materials include diagnostic, formative, and summative assessments that are aligned to the TEKS of the course. For example, each lesson has a "Lesson Objective Quick Check," which allows teachers to evaluate student learning and can accurately note what students can and cannot do.

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

Saxon Reading Foundations grade 1 demonstrates varying levels of complexity. For example, Lesson 10, Assessment 1 demonstrates two levels of complexity: Depth of Knowledge (DOK) Levels 1 and 2, based on evidence from the *Teacher's Manual* and *Student Workbook*. The *Teacher's Manual* provides the script for administering Assessment 1 in Lesson 10, stating that written and oral assessments will begin with this lesson and occur every five lessons. The manual instructs teachers to complete the written portion as a class and the oral portion individually, using the results to identify areas of weakness and plan remediation. Students complete Assessment 1 in their *Student Workbook*, which includes six sections. Most of the previously stated tasks align with DOK 1, requiring basic recall and reproduction.

The materials include varying levels of complexity—more than two levels of complexity. For example, the "Lesson Objective Quick Check" located in the *Unit Guide* provides open-ended questions, which promotes critical thinking. Furthermore, at the start of each unit, the Essential Questions section prompts students to synthesize skills and apply concepts. Overall, the materials include DOK 3 and DOK 4 questions that require reasoning and extended thinking.

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	The materials do not provide opportunities for students to track their own progress and growth.	1/2
—	TOTAL	4/5

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

The *Saxon Reading Foundations* grade 1 instructional assessments provide guidance for interpreting student performance. The "Phonics Assessment" given at the beginning of the year, middle of the year, and end of the year includes a "Where Should They Be?" chart located in the *Teacher Assessment Workbook*. The "Where Should they Be?" chart explains where the grade 1 student needs to be during the different parts of the year. For example, the "Where Should They Be?" chart notes that a grade 1 student should be able to identify 21/23 consonant letter sounds in the middle of the year.

In the grade 1 materials, located in the "What Will I Do With the Results?" section, teachers use assessment results to determine which activities they can practice with students. There are 13 parts of the "What Will I Do With the Results?" chart; teachers determine whether to support, reinforce, or extend based on student needs. For example, the "What Will I Do With the Results" section notes that if a student scores less than 16/20, they need activities based on the support level. Some activities that teachers could use include the *Resources for Differentiation Guide* or the "Letter Scamper" activity.

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

The *Saxon Reading Foundations* grade 1 instructional materials provide clear guidance to help teachers respond to student assessment data. The *Teacher Assessment Workbook*: "Phonics Reading Overview" includes a "What Do I Do With the Results?" section that prompts teachers to interpret student scores using the "Where Should They Be?" chart. In the "Where Should They Be?" chart located in the *Teacher Assessment Workbook*, teachers decide whether a student requires support, reinforcement, or extension. If a student scores below the benchmark for their grade level and the time of year, the teacher uses activities listed under the Reinforce column. If a student scores above the benchmark, the teacher selects from the Extend column. This structured approach ensures that instructional responses are both targeted and developmentally appropriate.

The materials provide guidance that includes tasks to respond to student performance on assessments. For example, in the *Fluency Instruction Guide*, there is a Set Instructional Goals section for the fluency assessments. The *Fluency Instruction Guide* instructs teachers what they can do based on the students' performance. For example, the Set Instructional Goals section notes, "If a child is struggling to decode 10% or more of the words in a given text, the text is at their frustration level and is too difficult for them to practice fluent reading. Make sure to evaluate a child's independent reading level and give them texts at only that level for fluency practice."

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

The materials provide a robust set of tools in the *Teacher Assessment Workbook* to help educators track student progress and growth across phonics, fluency, and sight word recognition. The "Phonics Assessment Recording Form" and "Phonics Assessment Student Summary Form" document mastery of phonics concepts over time. The "Sight Word Evaluation Form," "Informal Fluency Assessment," "Formal Fluency Assessment," and "Combined Fluency Assessment" help teachers monitor fluency development at multiple levels of complexity. Additionally, the "Fluency Readers Tracking Chart" and "Decodable Readers Tracking Chart" give teachers visual records of students' reading practice and progression, all located in the *Teacher Assessment Workbook*.

There are multiple forms for the teacher to monitor the students' progress in the grade 1 materials; however, there are no tools for the students to monitor their own progress.

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 provide paired, scaffolded lessons for students who have not yet reached proficiency on grade-level content and skills.	2/3
3.1b	All criteria for guidance met.	2/2
3.1c	All criteria for guidance met.	2/2
—	TOTAL	6/7

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 embedded guidance and targeted support for students who have not yet reached proficiency with grade-level content. For example, Lesson 2, in the Options for Differentiation section, the teacher is provided with specific strategies, such as: "For children who struggle to connect letter o with the sound /ō/, teach them hand signs to support them in learning to connect the letter to the sound." A teacher might say, "Let's all make the ASL sign for O while we chant 'O says /ō/ like in octopus!'" This kinesthetic and visual approach reinforces sound-symbol correspondence. Differentiated activities extend learning through games like "Musical Letters," helping students distinguish initial sounds /n/ and /ō/. However, the material does not include a paired or scaffolded companion lesson for additional reteach or pre-teach opportunities.

The grade 1 materials include embedded guidance for differentiated instruction and targeted support to address varied student needs. For example, in Lesson 94, in the Options for Differentiation section, teachers receive clear direction for working with students who are not yet proficient. For example, the materials state: "For children who struggle to connect digraph *ue* to the sound /ū/, have them identify words with digraph *ue*." A teacher might say, "Let's read this list together—when you hear /ū/, show me where you see *ue* in the word." The guidance allows the teacher to adapt instruction in real time and provide focused intervention. Lesson 94 offers differentiated activities across support levels, such as word-building with Letter Tiles, decoding games, and kinesthetic spelling. Varied entry points provide meaningful access to the target skill. However, the materials do not include a paired or scaffolded lesson for reteaching or pre-teaching the digraph *ue*. No explicit follow-up or intervention lesson is mentioned or linked to this instruction.

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 embedded support for unfamiliar vocabulary and text references through explicit teaching and student-friendly explanations. For example, in Lesson 12, students are introduced to the suffix -s with the teacher stating, "When s is added to the end of a word, it makes the word plural. Plural means more than one." The teacher continues, "We call the s at the end of snaps a suffix -s. A suffix is simply a letter or letters added to the end of a word that changes the meaning of the word." This language is reinforced with modeling and guided practice using words like *snaps*, *pins*, and *pots*. Temporary sight words *the* and *end* are introduced with detailed support. The teacher explains, "This word is the. It does not follow our rules, so we must memorize it," and further elaborates, "In the word *the*, letter e is irregular: it spells the sound /e/. Since this is an irregular spelling, we will have to memorize it." Students explore book features and punctuation in the Decodable Reader: *Pop It, Toss It!* with teacher prompts such as, "A book's name is its title. What is the title of this book?" and "Commas separate the ideas in sentences. When we read, we pause just a bit when we come to a comma." The materials guide students through understanding both vocabulary and written text references.

The grade 1 materials offer targeted support for vocabulary and text references through phonics instruction and decodable reading. For example, in Lesson 14, students work with the suffix -s in multiple words, and review academic terms like capital letters, periods, sentences, and titles. The teacher explains, "We always begin the important words in a title with capital letters," highlighting how punctuation signals tone and structure: "We use an exclamation point to show strong feelings, like surprise or excitement!" In vocabulary instruction, the instructor reviews the sight word *his* using the Sight Word Deck. The teacher encourages students to use the word in a sentence: "Who can use the word his in a sentence?" Throughout Lesson 14, the teacher emphasizes structure in written text and meaning-making from punctuation. For example, while pointing to *Pop It, Toss It!*, the teacher prompts, "Let us read the title together. We will pause at the comma and make our voices sound excited." Visuals reinforce meaning, such as students identifying names on shirts in the illustration and the presence of musical notes: "Those black marks are musical notes. We use notes to show music."

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 grade 1 materials provide teacher guidance for differentiating instruction and enrichment for students who have mastered initial consonant blends. For example, in Lesson 13, the Extend section directs teachers to engage students in an active review game using labeled plates and a flyswatter. The teacher says a word from the reading list, and students must "run to the board to slap the plate with that blend on it," identifying blends such as *pl*, *sl*, *sp*, and *spl* in context.

The materials provide teachers with guidance for enrichment and extension found daily at the end of the lesson and throughout the *Resources for Differentiation Guide*. For example, in Lesson 31, students "who have mastered reading words with the digraph *th*, challenge them to sort words by the sound the digraph *th* makes." The teacher writes digraph *th* words on sticky notes. The students sort the sticky notes based on the voiced and unvoiced *th* sound.

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 *Saxon Reading Foundations* materials lead the teacher in explicitly (directly) modeling and explaining the "consonant sound /h/ and using the letter *h*." For example, Lesson 17 includes direct modeling prompts such as, "Listen to these words: *hat, hop, hen*. What sound do you hear in the initial position?" The teacher reinforces the sound using Letter Card 12 and Spelling Card 15, guiding students to identify *h* as the letter representing /h/. The teacher then explains the articulation: "Put your fingers on your vocal cords and say /h/. Do you feel any vibration? No. Is /h/ voiced or unvoiced? Unvoiced." The lesson includes Picture Card 16 to reinforce the keyword *hat*, and the Letter Tile *h* for spelling words like *had, hint*, and *hi*. Students complete Worksheet 17 and spell and code words with *h*, match words to pictures, and complete a handwriting task for capital and lowercase *Hh*. The application continues with Decodable Reader 3: *Hal Has a Pal*, where students practice reading simple sentences that reinforce the /h/ sound in context, such as "Hi, Dan!" and "Hal has a hat."

The grade 1 materials provide clear prompts and structured guidance to help the teacher model and explain the new concept of the digraph *aw*. For example, Lesson 102 prompts the teacher to guide sound recognition by saying, "Echo these words and listen for the sound in the final position... *straw, paw, thaw*. What sound do you hear in the final position?" The teacher then walks students through discovering that *aw* is a digraph found at the end of words and is underlined when coded. The teacher explains, "Digraphs *au* and *aw* make the same sound, but in the final position of a word, the letter *w* takes the place of the *u*." Lesson 102 reinforces modeling with Spelling Card 45, Picture Card 76, and Letter Card 63, allowing students to visualize and practice spelling with Letter Tiles (e.g., spelling *how, found, fault, straw*). Students then apply their knowledge on Worksheet 102, which includes tasks like coding words (e.g., *fawn, moonlight*), spelling dictated words (*saw, law, drawing*), and matching to pictures. The lesson includes Decodable Reader 37: *A Drawing Just for Me*, which provides a connected text context for practicing the /au/ sound and helps students apply new phonics skills to reading comprehension.

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

The grade 1 materials provide clear teacher guidance for delivering lessons using multiple instructional approaches. In the *Handwriting Instruction Guide*, instruction begins with teacher modeling and skywriting, then transitions to guided and independent practice. The *Fluency Instruction Guide* includes routines such as partner reading, choral reading, and rereading for fluency. The *Speaking and Listening Guide* supports student discussion with prompts like, "Ask students to turn and talk to a partner to share their ideas before responding to the class." The materials guide teachers to use various delivery methods, including modeling, collaborative learning, and independent work.

The materials include detailed teacher guidance for delivering instruction through multiple approaches. For example, in Lesson 96, the teacher introduces the suffix *-es* through direct instruction, stating, "Suffix *-es* means the same thing as suffix *-s*. The difference is in the root word the 'suffix *-es*' is attached to." Students engage in guided practice and identify sibilant sounds and apply the correct suffix using prompts like, "Let's look at this first root word... Then we will know to add *-es*." The lesson begins with a collaborative alphabet activity using Letter Tiles in small teams, adding a hands-on, team-based component. In addition, the lesson includes differentiation options and homework extensions, showing varied and intentional instructional delivery throughout.

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

The materials support multiple types of student practice through clear teacher guidance and structured routines. For example, Lesson 116 opens with collaborative practice, as students work in teams: "Today we will work as teams again to put our Letter Tiles into alphabetical order." Lesson 116 includes guided practice, where the teacher models spelling rules: "What sound do you hear in the final position? /ch/... What is making the /ch/ sound? *tch*... What do we call this? trigraph." Teachers guide students in coding on the board, and students echo and follow along. During the worksheet activity, students independently practice by spelling and coding words like *catch* and *itch* on their own. "Let us practice spelling with the /ch/ sound. Remember, trigraph *tch* is used in the final position after a short vowel sound."

The grade 1 materials include guided, collaborative, and independent opportunities for students to apply phonics skills. For example, in Lesson 123, Guided Practice, the teacher models vowel-r syllables and says, "We will start with the root word 'park.' Listen for the /ar/ sound. What do you hear?" Students apply this in independent spelling and coding tasks, such as writing *sharpen* and *start*. Students participate in collaborative work using word cards and sentence building. Grade 1 materials facilitate whole-group instruction by modeling steps clearly, while teachers reinforce individual or partner activities during boardwork, sorting, and worksheet reviews.

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	This guidance is not applicable to the program.	N/A
—	TOTAL	11/11

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

The materials provide teacher guidance from the *Multilingual Learner's Guide* on supporting students at different English proficiency levels, as defined by the ELPS. The *Multilingual Learner's Guide* explains the five stages of second-language acquisition and describes what students can typically do at each stage. The *Multilingual Learner's Guide* says the material includes "substantial, moderate, or light scaffolding" to help multilingual learners with lesson content. Teachers are encouraged to "preview the Multilingual Learner Support before teaching each lesson" for ideas on how to help students understand and participate. The *Multilingual Learner's Guide* gives specific strategies, like using visuals, modeling sounds, providing sentence frames, and using students' home language when possible. The *Multilingual Learner's Guide* suggests ways to build academic language over time, depending on the student's language level.

The grade 1 materials include guidance from the *Multilingual Learner's Guide* and lessons that help teachers support students at different English proficiency levels, as outlined in the ELPS. For example, in Lesson 19, teachers are encouraged to model and explain how the /ng/ sound is formed in the mouth. The *Multilingual Learner's Guide* tells teachers to "use your nose and voice together to make this sound," which helps early English learners develop oral language by understanding and producing the correct sound. Teachers are directed to give students chances to say the sound together and with partners, which supports beginning-level students who are still developing basic speaking skills. In Lesson 121, support is provided for students who need help with combination *wh*. The lesson notes that this sound does not transfer easily from Spanish or Hmong. Teachers are guided to "model the sound /hw/ while

showing Spelling Card 46 and describing the mouth position," and give extra chances for students to say words like *why*, *whip*, and *wheel* chorally and with partners.

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

The *Saxon Reading Foundations* materials include an implementation guide, *Using Saxon Reading Foundations in State-Approved Bilingual and ESL Programs*. The guide instructs educators in effectively using the resources within a Texas state-approved bilingual or ESL program. The material includes guidance for "Dual Language Immersion One Way," "Dual Language Immersion Two Way," "Transitional Early Exit," "ESL Content Based," and "ESL pullout."

The materials offer multilingual support through structured phonological routines. For example, in Lesson 13, teachers guide students in syllable segmentation using kinesthetic strategies: "Let's say them again... win/dow, window," encouraging students to physically represent syllable breaks. This aligns with the *Multilingual Learners Guide's* moderate support strategy of using real-world vocabulary connections and multisensory cues to support decoding and pronunciation.

3.3c – Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

The materials include oral support for emergent bilinguals in developing academic vocabulary, increasing comprehension, and building background knowledge. For example, Lesson 11 introduces terms like *voiced* and *voice line* through modeling: "This mark is called a voice line." In both lessons, oral questioning reinforces phonics-based comprehension (e.g., "What sound do you hear in the final position of rope?").

The grade 1 materials include oral support for academic vocabulary, increasing comprehension, and building background knowledge through choral repetition, affix review, and teacher questioning. For example, in Lesson 91, students echo and spell sounds aloud: "Children should echo the sounds, name the letters that make them, and write the lowercase letters." Vocabulary from a read-aloud is also defined with synonyms (e.g., *rinse* as *wash*).

The materials include making cross-linguistic connections through written and oral discourse. For example, the *Using Saxon Reading Foundations in State-Approved Bilingual and ESL Programs* guide suggests, "Introduce information on providing cross-linguistic connections, which teachers can use to build on helpful similarities, contrast differences, or identify areas where there may be no correlation. For instance, students whose home languages have no articles, or do not differentiate between tenses, will need additional support when discussing high-frequency words 'a/an' and 'the,' and affixes such as '-s,' '-ed,' and '-ing.'"

The *Saxon Reading Foundations* materials include developing academic vocabulary through written discourse, increasing comprehension through written discourse, and increasing background knowledge through written discourse. For example, the *Routine Implementation Guide* notes, "We have developed two routines to use with the first decodable readers in each Unit to help support multilingual learners and emergent bilingual students in developing academic vocabulary through written discourse and increasing comprehension through written discourse. The routines help students build their oral skills in order to support reading and writing skills and apply them to writing tasks." The routines are meant to increase writing and comprehension through repeated practice opportunities.

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

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

4. Phonics Rule Compliance

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

4.1 Explicit (Direct) and Systematic Phonics Instruction

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

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

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

In grade 1, the materials in the *Teacher's Manual* provide systematic instruction of phonics (sound-symbol correspondence) skills through explicit, structured lessons that build on students' prior knowledge from kindergarten. The "Instructional Overview" introduces the grade 1 *Scope and Sequence*, which outlines instruction delivery in small, carefully planned increments. For example, in Lesson 16, students learn the letter *F* and its /f/ sound through a multisensory approach. The teacher introduces "the sound using letter cards and picture cues, models the correct letter formation, and guides students in writing the letter on their worksheets," while students simultaneously practice saying the sound, identifying it in spoken words, and associating it with the written symbol.

The *Saxon Reading Foundations* grade 1 *Scope and Sequence* in the *Teacher's Manual* provides a clear example of sequenced instruction of phonics (sound-symbol correspondence) skills that move from simple to complex across the school year. Early lessons, such as Lesson 16 on the letter *F*, focus on individual consonant sounds and basic letter-sound relationships. As instruction progresses, teachers introduce students to more complex phonics elements that require them to integrate earlier learning. Beginning with Lesson 127, students learn to read and apply the suffix *-ful*, a multi-letter phonics unit that affects the meaning of root words.

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

The materials include explicit (direct) and intentional practice opportunities for phonics (sound-symbol correspondence) skills in isolation through consistent routines in the *Teacher's Manual* and Student Worksheets. Each lesson begins with a direct review of previously taught letter sounds, followed by focused instruction and guided practice of the target phonics skill. For example, Lesson 8, Activity Sheet, and Lesson Worksheet provide retrieval practice, shift to isolated applications as students code, and read

and spell words using the new letter or sound-spelling, and conclude the lesson with a review of previously learned skills that increase in complexity.

The grade 1 materials include explicit and intentional practice opportunities for phonics (sound-symbol correspondence) skills through decodable texts embedded regularly throughout the year. Students receive 52 decodable readers that include only the phonics patterns and high-frequency words they have already learned. The 52 decodable readers provide direct, focused practice with sound-symbol correspondence in the context of connected reading. For example, Decodable Reader 16 supports the skills taught in Lesson 49, allowing students to apply phonics concepts in meaningful text. The phonics patterns included are listed on the back of each decodable reader; lessons provide structured guidance for preparing students to read and supporting them during and after reading. Students reread these texts for fluency, ensuring repeated and purposeful application of phonics knowledge.

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 explicit (direct) teacher modeling within phonological and phonemic awareness activities to support sound-symbol correspondence. The grade 1 activities use tools such as Letter Tiles and Elkonin boxes to visually and orally demonstrate how sounds connect to letters. Instruction follows a gradual-release approach, beginning with an "I Do" section where the teacher models the skill, followed by "We Do" practice together, and concluding with "You Do" independent application. For example, Lesson 50 engages students in the activity "Let's play Master Word," where the teacher models "taking away a sound from the beginning of a word to form a new word, guiding students through each step using the 'I Do, We Do, You Do' format."

The grade 1 materials include daily lessons with explicit phonics instruction and teacher modeling. The daily lessons' New Increment section scripts a specific focus and demonstrates teacher modeling. For example, in Lesson 58, the teacher explicitly teaches phonological awareness (PA) using Elkonin boxes and Letter Tiles by modeling the word *pan*, demonstrating how to move the tiles, and then adding the /t/ sound to create *pant*, followed by the same procedure with the word *ramp*; afterward, students use their own Elkonin boxes and Letter Tiles to practice the activity.

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

The *Saxon Reading Foundations* daily lessons include opportunities for direct instruction with guidance for immediate feedback. For example, in Lesson 58, the teacher explicitly (directly) teaches PA using Elkonin boxes and Letter Tiles, saying, "Let's play Mystery Word to add a sound to the end of a word to make a new word," and demonstrating by using the tiles *p*, *a*, *n*, then adding *t* to form *pant*; during the same lesson, the teacher provides immediate feedback as students spell words on their boards, letting them know whether their spelling is correct or needs adjustment.

The grade 1 daily lessons include opportunities for direct instruction with guidance for corrective feedback. For example, in Lesson 67, the *Teacher's Manual* instructs the teacher to look for these things when the students are spelling: "If children need help, remind them to spell the root word first and then

add the suffix to the end. Spell each word out loud after children write it so that they can check and correct their work immediately."

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

The grade 1 daily lessons include a variety of opportunities for students to practice phonics skills through independent practice. For example, in Lesson 98, students are given the opportunity for independent practice on the spelling of diphthongs *ou* and *ow* with Activity Sheet 98, where students use their knowledge of when to spell with *ou* and *ow*.

The materials include collaborative learning opportunities. For example, in Lesson 75, students engage in collaborative reading by taking turns reading Decodable Reader 28: *Princess Cindy on Her Own*. Lesson 85 includes a Fluency Practice activity using Fluency Passage 15, Fluency Word List 15, and Fluency Reader 15, with guidance for children to read independently or in groups. The *Fluency Instruction Guide* enables educators to use collaborative activities like Partner Reading and Reader's Theater.

The materials provide collaborative learning (at least one additional type of opportunity in daily lessons). For example, the materials include the *Collaborative Learning Guide*, which provides educators with strategies to ensure that students have an opportunity for collaborative learning in each lesson. The *Collaborative Learning Guide* states, "Established strategies, such as Turn and Talk and Think-Pair-Share, can be adapted to fit the needs of every lesson."

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 cumulative review throughout the year. Every five lessons in the grade 1 materials include a lesson targeting cumulative review with assessment, with the final lessons all reviewed. For example, Lessons 131–139 review different phonics skills learned throughout the year. Lesson 134 is a review of affixes, some of which include *-s*, *-es*, *-y*, *un-*, *dis-*, and *pre-*. The *Scope and Sequence* lesson details each material reviewed in the current lesson. Lesson 123 teaches digraph *ei*, but it also reviews previously learned phonics skills like "blend *pr*, digraphs *ee*, *ng*, and *sh*, as well as combination *er*."

The grade 1 materials provide consistent and frequent opportunities for students to engage in structured practice across lessons. In Lesson 3 (The Letter O, Part 2), children "blend, spell, and segment words such as *van*, *ten*, and *mud*" using the "Show Me" strategy and Elkonin boxes. These multisensory, hands-on routines recur in later lessons, ensuring skill reinforcement. The "Spelling Review" in Lesson 3 includes practice with initial and final sounds using a "Bingo" game and Worksheet 33; "students spell and code words repeatedly (e.g., *kiss*, *risk*, *grasshopper*)." Using activities like spelling, blending, coding, and decoding into whole-group and independent tasks across direct instruction, partner work, and games, the curriculum ensures that students constantly practice foundational skills in varied, engaging formats.

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

The *Saxon Reading Foundations* grade 1 Decodable Practice pages in the *Student Workbook* correlate with each lesson in the *Teacher's Manual* and reinforce explicit instruction by including only controlled text that uses the letter-sound relationships and sight words previously taught. The Decodable Practice pages feature word lists and short decodable passages directly linked to lesson objectives. For example, in Lesson 49, the digraph *oo* uses Worksheet 49 along with Decodable Reader 16: *A Get Well Wish*, focusing on phonics patterns, vowels, consonants, and sight words explicitly taught.

The grade 1 materials provide practice opportunities focusing solely on phonics skills that teachers have explicitly taught. The *Teacher's Manual* states in the Controlled Vocabulary and Reading Practice section

that this program uses a controlled vocabulary. "Children read only the words that include the letters, letter clusters, and sounds they have learned. It is best to focus children's independent reading on the controlled texts provided until they have mastered some basic decoding skills."

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

The grade 1 materials include 52 decodable readers that span the year, building a cumulative review in the decodable readers. *Teacher's Manual*, Vol. 1 explains the decodable readers under the heading "Decodable Readers." The fiction and nonfiction decodable reader stories are controlled texts: they use only the letters/letter clusters, sounds, and sight words that children have learned. As the year progresses, the decodable readers become more complex, providing cumulative practice of the phonics skills and high-frequency words taught to date.

In the grade 1 materials, each decodable reader is intentionally aligned to the phonics instruction in prior lessons, ensuring cumulative practice. For example, Lesson 49 introduces the digraph *oo*, and students apply this learning while reading Decodable Reader 16: *A Get Well Wish*. The text features multiple words with the *oo* sound, incorporating short vowels, consonants, and sight words taught in earlier lessons. This cumulative use of phonics patterns reinforces decoding skills in connected text.

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

The grade 1 materials include 52 decodable readers that span the year, building a cumulative review in the decodable readers. *Teacher's Manual*, Vol. 1 explains the decodable readers under the heading "Decodable Readers." The fiction and nonfiction decodable reader stories are controlled texts: they use only the letters/letter clusters, sounds, and sight words that children have learned. As the year progresses, the decodable readers become more complex, providing cumulative practice of the phonics skills and high-frequency words taught to date.

In the grade 1 materials, each decodable reader is intentionally aligned to the phonics instruction in prior lessons, ensuring cumulative practice. For example, Lesson 49 introduces the digraph *oo*, and students apply this learning while reading Decodable Reader 16: *A Get Well Wish*. The text features multiple words with the *oo* sound, incorporating short vowels, consonants, and sight words taught in earlier lessons. This cumulative use of phonics patterns reinforces decoding skills in connected text.

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 assessment opportunities throughout the year. For example, the "Phonics Assessment" is given at the beginning, middle, and end of year as one type of assessment. The assessment is built on a continuum of skills that need to be mastered in phonics. They go from simple to more complex and are developmentally appropriate. For example, in the middle of the year, the students begin where they were mastering skills and move to skills they have not mastered.

The materials offer developmentally appropriate formative assessments at the end of every five lessons. The assessments measure students' mastery of previously taught material to inform the teacher's instruction. For example, in grade 1, Lesson 39, the materials cover skills such as CVC (consonant-vowel-consonant) words, and VC/CV words. Then the skills get more difficult as the year continues, such as in Lesson 48, which discusses digraph *sh*.

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

The materials include progress-monitoring tools that systematically measure students' acquisition of grade-level phonics skills. The beginning-of-the-year assessment establishes the child's baseline. Each fifth lesson is an assessment that systematically assesses the phonics skills taught previously. The materials begin with a review of the kindergarten skills, but also integrate more complex concepts earlier, such as blends and affixes. The materials then move to more complex concepts, such as vowel-consonant-e (VCe) syllables and vowel, consonant, and consonant, vowel (VC/CV) syllable types. It is systematic and purposeful.

The materials include progress-monitoring tools that accurately measure students' phonics skills. The Teacher Assessment Manual gives instructions for administering the "Phonics Assessment" for the beginning, middle, and end of year. In addition, there is a chart located in the Teacher Assessment Manual on page vii, which demonstrates where the children should be at certain parts of the year.

Furthermore, the *Teacher's Manual* gives instructions for the unit assessments that are given to students. This ensures consistency and accuracy on the skills the students need to acquire.

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

The materials provide structured assessment opportunities at the beginning, middle, and end of the year to track student progress over time. These assessments are located in the *Teacher Assessment Workbook*. These formal "Phonics Assessment" checkpoints are supplemented with embedded assessments every five lessons, allowing teachers to make instructional adjustments based on students' demonstrated growth throughout the year. For example, in Lesson 10, the teacher says, "I'll say a sound. Write the letter that makes that sound on the line." The assessments get more complex as the year progresses. For instance, in Lesson 50, the teacher says, "Tell me the name of these letters and the sound they make: i consonant e."

The materials offer developmentally appropriate formative assessments. The assessments measure students' mastery of previously taught material to inform the teacher's instruction. In grade 1, the *Saxon Reading Foundations* materials cover skills such as manipulating phonemes, digraphs, CVC words, and V/CV words. Then the skills get more difficult as the year continues. For example, in Lesson 10, students are asked to spell words such as *not* and *pop*. Whereas, later on in the school year, in Lesson 60, students are asked to spell words such as *upset*, *block*, *need*, and *going*. This demonstrates how the material progresses and gets more complex over time.

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 provide teachers with a variety of data-management tools to monitor individual student progress and drive instruction. The *Teacher Assessment Workbook* contains the "Phonics Assessment Recording Form," "Phonics Assessment Student Summary Form," and "Assessment Recording Forms," which help teachers document performance on each assessment and identify patterns over time. Located in the *Teacher Assessment Workbook*, these tools allow educators to recognize when students fall below the 80% mastery threshold and to plan timely intervention using the *Resources for Differentiation Guide*.

In the grade 1 materials, teachers track individual student growth in reading fluency using tools such as the Fluency Readers Tracking Chart, Decodable Readers Tracking Chart, and the Combined Fluency Assessment. The charts are located in the *Teacher Assessment Workbook*, giving teachers a visual overview of which texts each student has completed and how fluency rates are developing. For example, if a student shows low accuracy or rate on the "Combined Fluency Assessment," the teacher can assign additional practice using texts from the same level or revisit foundational phonics skills.

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

The materials provide teachers with tools to analyze class-wide trends in student performance. The *Teacher Assessment Workbook* includes the "Phonics Assessment Student Summary Form" and the "Phonics Assessment Class Summary Form." After students complete the "Phonics Assessment," teachers transfer individual scores to the "Class Summary Form" to view whole-class performance in phonics. This organized view helps teachers identify patterns such as common difficulties with vowel teams or blending consonants.

The "Classroom Recording Form" for Assessments 1–27 allows teachers to track each student's progress on multiple skills, including spelling words, matching letter sounds to keywords, coding correctly,

matching blends to pictures, reading and comprehending sentences, reading sight words, and identifying the names and sounds of vowel teams, digraphs, and more. For example, if several students are not successful with "IV. Matches blends to pictures" or "VI Reads sight words," this form can be found on the "Flight Access" website under the Reproducible Blackline Masters section.

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

The materials provide guidance on progress-monitoring frequency for students demonstrating academic need. In "Phonics and Spelling Assessments," *Teacher's Manual*, Vol. 1, teachers are guided on how to analyze class data to inform instruction. For example, "Phonics and Spelling Assessments" recommends increased instructional support and reinforcement for students who do not meet 80% accuracy on assessments. Furthermore, the "Importance of Kid Cards" advises using repeated practice activities until students master concepts missed on assessments, implying more frequent checks for those needing support.

The materials offer specific guidance for adjusting monitoring frequency based on student strengths. For example, the *Texas Teacher's Resource Guide*, under Progress Monitoring, states, "For students who demonstrate above-level understanding of skills, monitor progress at the end of each unit using the Additional Assessment Options listed with each unit's Summative Assessment in the Unit Guide."

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

In the *Saxon Reading Foundations grade 1 Teacher Assessment Workbook*, the "Phonics Assessment Overview" includes a "What Do I Do With the Results?" section that guides teachers in analyzing student performance using the "Where Should They Be?" chart. The *Fluency Instruction Guide*, located in the *Teacher's Manual*, builds on this support by explaining how to use progress-monitoring data to adjust fluency instruction. It directs teachers to focus on Fluency Word Lists and Passages that emphasize high-frequency words and connected texts students will encounter in their reading. Together, these resources help teachers tailor instruction, monitor growth, and accelerate learning to ensure students master key foundational skills.

The materials include guidance on how to accelerate learning based on the progress-monitoring data to reach mastery of specific skills. For example, grade 1 students who have not achieved mastery in a phonics skill as indicated on the included chart (located in the "What Do I Do With the Results?" section of the *Teacher Assessment Workbook*) need help in the support and reinforce activities to practice in small groups to accelerate their learning. For example, the "What Do I Do With the Results?" chart notes that students in grade 1 who have not mastered diphthongs will complete activities like sound/picture matching as described in the *Resources for Differentiation Guide*.

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	The materials do not provide opportunities for students to engage in social communication for different audiences.	3/4
5.B.1c	The materials do not provide authentic opportunities for students to engage in discussion to understand information.	3/4
—	TOTAL	14/16

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 provide clear, explicit guidance to support oral language development. The *Speaking and Listening Guide* outlines what the teacher should observe and teach regarding both verbal and nonverbal communication. For example, the "Overview" instructs teachers to "use this guide to help children identify, practice, and assess good speaking and listening skills."

The materials include structured tools that help teachers monitor and support student progress in oracy. Teachers begin by working with students to create "Dos and Don'ts" lists that highlight effective speaking and listening habits. The guide also offers rubrics and informal assessments that teachers use periodically, allowing students to reflect on their skills and receive feedback.

The materials embed multiple methods to support oracy development, including modeling, coaching, guided practice, and feedback. In the Points of Use section, teachers prompt students to "listen carefully" and "ask questions to help clarify" understanding.

Teachers give students repeated opportunities to engage in speaking and listening tasks with support. They lead structured activities where students practice formulating questions and responding thoughtfully in group discussions.

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

The materials provide various opportunities for students to engage in academic communication for different purposes. The materials offer decodable readers where the teacher leads discussion about comprehension. For example, in Lesson 44 (Decodable Reader 14), the teacher asks the following questions to guide comprehension and stimulate communication: "Did the story turn out as you predicted? What is 'The Bike Club?' Who wants to join 'the Bike Club?' What did the riders do when they got to the park?" In addition, there are many opportunities for collaboration in the Options for Differentiation sections at the end of each lesson.

The materials engage students in shared oral activities that support social communication for different purposes. For example, Lesson 19 says, "Let us play Mystery Word to say words that rhyme," prompting students to generate rhyming words with the /id/ sound. Lesson 19 supports social and academic interaction through playful and structured language routines.

Grade 1 materials also provide opportunities for students to participate in academic purposes for different audiences. For example, Lesson 19 includes comprehension questions like "What fell on the grass?" and "What is Dog's plan?" Students answer aloud during group discussion, promoting academic communication. *Fluency Reader: Frog and the Figs* further supports expressive oral language as students read character dialogue and respond to prompts such as "What did Frog use to get more figs?"

Although the materials provide opportunities to engage in academic communication, the materials do not offer opportunities for students to engage in social communication with different audiences. While students are encouraged to speak and react in various settings, the materials do not offer consistent or explicit guidance for adjusting communication based on audience, such as modifying speech when addressing a peer versus a teacher.

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 encourage students to listen actively and share ideas as they decode words and respond to comprehension prompts. For example, in Lesson 5 of the Decodable Reader: *What Is the Riddle?*, the teacher asks, "What is big and yellow and comes on a rainy day?" prompting students to infer and discuss answers based on clues. Students also respond orally to text-based questions and share personal ideas using vocabulary from the lesson. However, the lesson does not include opportunities for students to engage in dialogue with classmates to build understanding.

Grade 1 materials give students the opportunity to listen actively, ask questions, and share information and ideas through guided word study and sight word practice. For example, in Lesson 83, the teacher

asks, "Who can use the word *today* in a sentence?" prompting students to apply new vocabulary in context. Students participate in group spelling and decoding tasks, blending and coding words aloud and sharing their answers with the class. The lesson lacks structures for students to engage in peer-to-peer discussion.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	All criteria for guidance met.	4/4
5.C.2b	All criteria for guidance met.	2/2
5.C.2c	All criteria for guidance met.	6/6
—	TOTAL	12/12

5.C.2a – Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. (PR 2.A.1)

The materials explicitly introduce letter-sound relationships in an order that allows for basic decoding and encoding. For example, in Lesson 15, the teacher follows a scripted explanation to explicitly introduce the consonant digraph *sh*: "The letters *s* and *h* together make the /sh/ sound." Students repeat the sound and practice saying words like *ship*, *shell*, and *shop* aloud. Lesson 15 includes guided blending activities, where the teacher models how to segment and blend each sound to read the word *shop*, and spelling practice where students write each phoneme they hear. This direct modeling and repetition ensure students understand how *sh* functions in reading and spelling, providing explicit instruction that connects sound-symbol knowledge to practical application.

Grade 1 materials demonstrate a systematic approach to introducing more advanced letter-sound relationships. For example, in Lesson 36, the teacher uses an "I Do, We Do, You Do" routine to model how to split multisyllabic words, such as *limit*, between consonants for decoding. Students then practice segmenting, blending, and spelling words under teacher guidance. Spelling cards and cumulative worksheets allow for repeated application and review. The structured progression from single-syllable decoding to multisyllabic words reflects a carefully sequenced plan that systematically builds decoding and encoding skills as students master simpler patterns.

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 guidance to provide explicit (direct) instruction focused on connecting phonemes to letters within words, with recommended explanatory feedback based on common errors and common misconceptions. For example, in Lesson 4, the teacher connects the /t/ sound to the letter *t* and provides corrective feedback when students confuse it with /d/. The teacher says, "D has a voice, T does not. Say

them both and feel your throat." The teacher's explanation helps students notice differences in voiced versus unvoiced sounds. Lesson 4 meets both indicator parts by supporting explicit sound-letter instruction and correcting a frequent student error.

Grade 1 materials offer guidance based on common errors and common misconceptions. For example, in Lesson 26, the teacher helps students distinguish /m/ from /n/, including the keyword *monkey*. When confusion occurs, the teacher says, "Use mirrors to show the difference: /m/ with lips pressed, /n/ with tongue on the roof of the mouth." The lesson uses visual and oral cues to support correction and prevent misunderstanding.

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 to develop letter-sound skills in decoding words in isolation and connected text. For example, in Lesson 9, the teacher demonstrates how to spell the words—*zip*, *zap*, and *tap*—with Letter Tiles. The materials say, "Make sure children arrange the tiles correctly. Unblend the sounds if necessary." The teacher develops letter/sound skills in decodable text in Lesson 12. Decodable Reader 1 says, "Letters stand for sounds. When we speak, we put sounds together to form words. When we read or write, we put letters together to form words. This is called a sentence. A sentence is a group of words that tells or asks something. A sentence always begins with a capital letter."

The materials include various activities to practice letter-sound skills in decoding words in isolation and connected text. For example, in Lesson 66, the students learn compound words. The students practice in isolation during the New Increment section, Application and Continual Review section, and Worksheet 66. Example words include *bedtime*, *toothpaste*, and *bathtub*. The students practice with connected text on Worksheet 66, where students have a paragraph with compound words. An example of a sentence from the section is, "Frank likes to make pancakes on the weekend."

Grade 1 materials include a variety of activities to reinforce student understanding of applying letter-sound skills in decoding words in isolation and connected text. Cumulative review occurs in several areas of the program: Daily Letter and Sound Review sections, Decodable Readers, and Fluency Readers. A cumulative review occurs daily with the Sound Review Cards. Students speak each card they have learned in the year. For example, in Lesson 100, students review Picture Cards 1–76 and Spelling Cards 1–45. (Note: Some cards have been retired because they are automatic for the students.) In addition, there is a cumulative review every fifth day when students have an assessment.

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	The materials do not provide explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common misconceptions.	1/2
5.D.1c	All criteria for guidance met.	4/4
—	TOTAL	7/8

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)

Grade 1 materials follow a clear sequence that builds from larger to smaller units of sound and from simple to complex skills. For example, in Lesson 5, students identify rhyming words, and in Lesson 8, students recognize alliteration by listening for beginning sounds. Lesson 25 introduces syllable blending, while Lesson 41 moves into segmenting syllables. By Lesson 55, students begin deleting syllables, demonstrating a clear increase in complexity across the year.

The materials follow a clear and structured sequence that progresses from basic to more advanced phonological skills. In Lesson 10, instruction focuses on deleting initial syllables, using examples like removing *re-* from *replay* to form the word *play*. By Lesson 60, the focus shifts to deleting final phonemes, supported by the use of Elkonin boxes in activities such as "Mystery Word," where students remove the last sound to form a new word. This progression from manipulating syllables to isolating and removing individual sounds demonstrates how the materials gradually increase in complexity.

5.D.1b – Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

The materials include explicit (direct) instruction for PA and provide corrective feedback for common errors. In Lesson 18, students begin producing rhyming words. The materials note that some students may struggle and recommend accepting both real and nonsense words that rhyme with /at/. Guidance is

included to help students determine if a word is real and to offer an onset when additional support is needed.

The materials do not include explicit instruction with recommended explanatory feedback for common misconceptions. While PA activities are provided, the materials do not address or correct misunderstandings that may occur during instruction. This score differs in comparison to the score that the materials received in the kindergarten materials. The Saxon Reading Foundations kindergarten materials include explicit instruction with recommended explanatory feedback for common misconceptions. Students receive feedback for common misconceptions in kindergarten, as they are explicitly taught letters and sounds.

5.D.1c – Materials include a variety of activities and/or resources (including the use of memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)

The materials include a variety of activities and resources to support the development and practice of PA skills aligned to grade 1 TEKS. In the first 70 lessons, phonological skills are taught in isolation. After that point, the skills are embedded within broader instruction. The sequence begins with work on words, syllables, and phonemes, and builds systematically across lessons. Activities include the use of picture decks, hand motions, and interactive games. For example, in Lesson 17, the materials prompt students to play "Thumbs Up, Thumbs Down" to identify alliteration in phrases such as "watch nightly news" and "four friendly frogs." In Lesson 44, the materials guide students to isolate medial phonemes using finger motions to identify the middle sound in words like *let*.

The materials also include a range of cumulative review opportunities and memory-building strategies that reinforce PA. Instructional routines remain consistent throughout the year and are outlined in the "Phonological/Phonemic Awareness" section of the *Teacher's Manual*. Routines such as "Thumbs Up, Thumbs Down," "Picture Match," "Pat/Clap/Tap It," "Mystery Word/Sound," and "Show Me" are embedded regularly. Cumulative review lessons are built into the sequence and appear after every five or six lessons. For example, following Lesson 48, review activities increase in frequency to reinforce new concepts and ensure 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 systematic sequence for phonemic awareness activities that go from simple to more complex. For example, students identify phonemes in Lesson 22, and the teacher says the three words are *cat*, *can*, and *cot*. The students echo each one, and the teacher asks, "What sound do you hear in the initial position?" Later in the year, students substitute initial phonemes in Lesson 51. The teacher displays four boxes from the Elkonin boxes. "Place tokens in the box while saying each sound: /k/ /l/ /a/ /p/. Run your finger under the boxes and say clap." The teacher then changes the /k/ to /f/.

Grade 1 materials include a systematic sequence for phonemic awareness activities that go from simple to more complex. For example, in Lesson 27, students blend two or three phonemes to create a word with the routine "Show Me." "Let's play Show Me to blend two or three sounds together to say a word." The teacher places a token in each Elkonin box for the sounds /n/ /o/. In Lesson 67, the students substitute the medial phoneme. "Watch me. Place tokens in the boxes while saying each sound: /k/ /a/ /p/. Run your finger under the boxes and say cap. 'I am going to change /a/ in the middle of cap to /u/ to make a new word.'" The gradual increase of rigor helps students develop phonemic awareness.

5.D.2b – Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

The materials include explicit (direct) instruction for phonemic awareness and provide corrective feedback for common errors. In Lesson 47, the materials offer guidance for addressing mispronunciation of the /y/ sound, reminding instructors to ensure students produce a clear, crisp /y/ without adding an extra vowel sound, such as /yuh/.

The materials also include teaching directions that address common misconceptions about letter sounds. In Lesson 26, guidance is provided for correcting the pronunciation of the /m/ sound. After introducing words like *miss*, *mop*, and *mat*, the materials instruct teachers to listen for accuracy and clarify that /m/ should be pronounced without adding a schwa sound, avoiding a /muh/ pronunciation. These supports help ensure precise phoneme production.

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 guidance for connecting phonemic awareness skills to the alphabetic principle to support basic decoding. In Lesson 47, instruction focuses on the consonant *y*. The materials prompt students to echo words such as *yes*, *yet*, and *yam* while listening for the initial sound. The words are then written on the board, and the materials guide students to identify the letter *y* as the source of the /y/ sound. The lesson continues with unblending and blending routines to support decoding of each word.

The materials also provide explicit (direct) guidance for linking phonemic awareness to basic encoding. In Lesson 34, students use Letter Tiles to spell words with previously taught sounds. The lesson models placing a letter in an Elkonin box for each sound in the word *sled*. The "Show Me" routine is then used to say and blend the sounds represented by each letter. After guided practice, students complete an additional example with teacher support, followed by independent encoding. This process connects phoneme segmentation to letter-sound mapping and supports early spelling development.

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 include a variety of activities and resources for students to develop and practice phonemic awareness skills. There are visual, kinesthetic, and auditory activities to develop phonemic awareness skills. For example, students use visual cards to represent each phoneme, and each lesson has a kinesthetic component like "Show Me" or "Thumbs Up, Thumbs Down" when identifying, blending, and segmenting phonemes. In addition, the teacher uses tokens and Elkonin boxes for segmenting and blending. Students develop and practice skywriting to connect letter shapes and sounds. Students practice the skills with worksheets, connecting the letter sounds to the print. Daily "Phonemic Awareness" activities guide the students through the gradual release model, and students practice at the end of that lesson component. For example, in Lesson 24, students play "Thumbs Up, Thumbs Down" to tell when the last sound of a word has changed: *way*, *wait*; *us*, *up*.

The materials include a variety of activities and resources for students to reinforce phonemic awareness skills through cumulative review. Activities include Student Worksheets that build upon previous lessons.

The *Teacher's Manual* states that the Daily Letter and Sound Review sections "gradually introduce the cards throughout the year and are practiced daily." The Boardwork, and the Application and Continual Review part of each lesson "provides continual review. It is always more efficient to spend a few extra minutes reviewing concepts in this section than to reteach entire lessons to children who have missed them."

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 introduce grade-level sound-spelling patterns in a systematic sequence aligned to the TEKS. The *Teacher's Manual* includes an "Overview" and Spelling Word Lists section that explains how words are organized according to the order in which letters, clusters, sounds, and concepts are introduced. Each word is tied to a specific lesson, ensuring that it appears only after the relevant patterns have been taught. Lessons are structured so that all sound-spelling patterns used in later instruction build on previously taught content. For example, students begin with CVC words such as *not* and *tot* in Lesson 3, work with consonant blends by Lesson 11, and begin instruction on VCe syllables in Lesson 41.

The materials continue to build in complexity across the year. The *Scope and Sequence* outlines a week-by-week progression that starts with short-vowel CVC words and moves through blends, digraphs such as *sh*, *ch*, and *th*, and VCe syllable patterns. Later units introduce vowel teams and variant vowel patterns, including *ai*, *ee*, and *oa*. This structure ensures mastery of foundational decoding and spelling concepts before advancing to more complex patterns.

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

The materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns. The exact procedure is printed on each card when the teacher presents a spelling card from the deck. For example, Spelling Card 33 teaches the sound and spelling for the vowel digraph *oo*. Spelling Card 33 explicitly gives directions for the teacher, "Teacher gives the sound /oo/. Children echo the same sound. Articulation Support: Round your lips as if to whistle. Keep your tongue at the bottom of your mouth. Make the sound with your voice /oo/. After lesson 49, students say: 'digraph oo' while students write: oo." This same procedure is for each letter, or letter combination.

Grade 1 materials include explicit teacher guidance on grade-level sound-spelling patterns. Each scripted spelling lesson helps the teacher ensure the material is correctly taught. For example, in Lesson 49, students learn the digraph *oo*. Students spell the words *look* and *good*. The teacher notes for Lesson 49 state, "If children need help, unblend the sounds and have them name and write the letter that makes each sound."

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 resources to support the development and practice of sound-spelling patterns. In Lesson 47, the materials introduce the consonant *y* by prompting students to echo words such as *yes*, *yet*, and *yarn*, and identify the initial sound. The script guides students to recognize *y* as the letter representing the /y/ sound and includes a discussion about whether *y* functions as a vowel or consonant. The materials also include skywriting for letter formation, followed by practice writing the letter *y* while producing the /y/ sound.

The materials also include daily opportunities to reinforce sound-spelling patterns through cumulative review. Reinforcement activities include spelling review, dictation, games, and spelling card practice. Each day, students hear a series of sounds and write the corresponding letters. For example, in Lesson 31, the materials prompt sounds such as /m/, /b/, /i/, /g/, /r/, and /k/, which students echo and match to letters in writing. The Spelling Word List organizes words by the order in which letters, sounds, and concepts are introduced, with each word linked to a specific lesson for aligned practice. Cumulative review is embedded throughout the program, including in Decodable and Fluency Readers that reinforce previously taught sound-spelling patterns.

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

The materials provide explicit (direct) instruction and multiple opportunities for students to decode and encode taught sound-spelling patterns in both isolation and connected decodable text. In Lesson 14, students use Letter Tiles to build words such as *tad*, *nod*, and *slid*, and complete spelling worksheets with word lists including *stop*, *plan*, and *sad*. Encoding is reinforced through connected text in Decodable Reader 2: *Plan and Toss*, which includes phonics-aligned vocabulary such as *Dot*, *slid*, and *said*. The lesson script supports spelling instruction with prompts like, "Let's spell the word *stop*," guiding students to unblend sounds and match them to their corresponding letters.

The materials also include decoding and encoding activities aligned with specific sound-spelling patterns, such as the digraph *sh*. In Lesson 48, students decode words in isolation using Elkonin boxes and sound-spelling cards, and apply those skills to connected text through sentence and paragraph reading in worksheets and homework tasks. Encoding is supported through spelling practice, including dictation activities with words like *she*, *wish*, and *rush*. Lesson 48 also reinforces the /sh/ pattern in connected text and integrates sight words such as *should*, *could*, and *would*. The lesson includes direct guidance using the keyword *shark* to help students associate the initial /sh/ sound with its spelling.

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 systematic sequence for introducing regular high-frequency words. Teachers introduce regular high-frequency words once they have taught each sound in those words. For example, after Lesson 6, *it* is introduced because that is the first time the "letters i and t" have been taught. The *Scope and Sequence* shows the letters learned, and the Worksheets show the introduced words. Another example, in Lesson 28, students learn the words *let*, *me*, *back*, and *red* because they have already been introduced to all of the letters, digraphs, and syllable patterns.

Grade 1 materials include a systematic sequence for introducing irregular high-frequency words. The curriculum introduces the irregular high-frequency words in a systematic order, starting with the most frequently used words. For example, the word *the* is introduced first, followed by *said*, *of*, and *do*. Students and teachers can find a list of the words that will be introduced in the *Student Spelling Dictionary* and *Reference Booklet*.

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)

Grade 1 materials include explicit (direct) guidance for teaching decoding regular and irregular high-frequency words. Teachers script each introduction of irregular high-frequency words. Students practice decoding regular high-frequency words once they have learned the letters for those words. If the letters have not all been introduced yet, the teacher introduces them as "temporary sight words" until students learn all the letters and sounds needed to decode. The teacher receives guidance in the lesson notes and through the script to teach the students; for example, "This year we will learn words that do not follow the rules we are learning. We call these sight words because we must learn them by sight." In addition, the students have a Fluency Word List corresponding to the Fluency Readers, and the teacher is given guidance about the high-frequency words in the readers: "Fluency Word Lists promote automaticity with high-frequency words. These lists should be particularly helpful to struggling readers, but all children will benefit from extra practice with high-frequency words."

The materials include explicit guidance for teaching encoding regular and irregular high-frequency words. For irregular high-frequency words, the materials note, "Sight Word Practice pages are found on Flight and provide practice in recognizing sight words and forming the letters that make up the words." Guidance is given to the children to work on the Sight Word pages, such as saying the letter name as they are writing. In addition, when the Sight Word Card is introduced during the lesson, the teacher teaches the card and then covers it as students practice spelling it out loud. The teacher demonstrates how to encode regular high-frequency words by unblending them, as the students have already learned the letters and sounds associated with these words. For example, in Lesson 14, students spell the regular high-frequency word *and*. The teacher says, "What is the first sound in *and*? Write the letter that says /a/." She repeats the steps for /n/ /d/.

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 a variety of activities and resources for students to develop skills to decode regular and irregular high-frequency words. These activities are included in the New Increment and Spelling Sound Review sections in each lesson. For example, in Lesson 19, the teacher's guidance states, "Today we have two new sight words. How do we code sight words? This word is *you*. (Teacher holds up Sight Word Card *you*.) Repeat after me: you. These words are irregular, so they do not follow all of our rules. What do we call words that do not follow our rules?" The teacher then takes the students through decoding the parts of the word they know. Teachers introduce regular high-frequency words in reading only after all the word sounds have been taught. In Lesson 14, students practice the high-frequency words *and*, *did*, *still*, and *stop* because they have already learned those sounds.

Grade 1 materials include a variety of activities and resources for students to practice skills to decode regular and irregular high-frequency words. Students practice high-frequency words during the Spelling Sound Review, *Student Workbook*, Sight Word Deck, and Sight Word Practice pages. When the students learn the irregular sight word *your*, they practice the spelling and letter formation with Sight Word Practice Page 4. The students practice with Fluency Word Lists and Fluency Readers for regular and irregular sight words. For example, students practice the words *give*, *gave*, *live*, *five*, *bought*, *came*, *who*, *color*, and *spell* for Fluency Reader 9, *Off We Go in a Jet*.

Grade 1 materials include a variety of activities and resources for students to reinforce skills through cumulative review to decode regular and irregular high-frequency words. Decodable Reader 10: *Pigs Can Sleep* reinforces the irregular high-frequency words *goes*, *does*, and *been* and regular high-frequency words like *his*, *get*, and *not*. The students review irregular Sight Word Cards each day as part of the phonics routine as a cumulative review.

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)

Grade 1 materials include activities and resources for students to read and write high-frequency words in isolation. Students practice reading high-frequency words during Sound Review time, Fluency Readers, Fluency Word List, and Worksheets. For example, students practice the words *give*, *gave*, *live*, and *bought* on Fluency Word List Page 4. Students practice writing high-frequency words in isolation on Worksheets and Sight Word Practice pages. For example, students practice spelling and handwriting with the words *there*, *come*, and *their* on Sight Word Practice Page 7 on Flight Online.

The Saxon Reading Foundations Grade 1 materials include activities and resources for students to read and write high-frequency words in connected text. Activities and resources for connected text include reading Fluency Readers, Decodable Readers, and Worksheets. In Decodable Reader 23: *Something Grand*, students practice high-frequency words *are*, *have*, *they*, and *want* in connected text. Activities for writing in connected text include Worksheets and the Options for Differentiation section.

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

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

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

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

Grade 1 materials include a systematic sequence for introducing grade-level syllable types. Grade 1 TEKS require the materials to teach the following syllable patterns: "closed syllables, open syllables, VCe, vowel teams, and r-controlled syllables." Grade 1 materials teach each one of those syllable patterns. In Lesson 2, teachers introduce closed vowels, while they cover open vowels in Lesson 3. The first vowel team, "ee," is taught in Lesson 34, and teachers present VCe in Lesson 41. Finally, they introduce r-controlled vowels in Lesson 63.

The materials introduce closed syllable patterns followed by open syllable patterns to build the student's knowledge of words with short vowels and long vowels. In Lesson 2, the teacher introduces Vowel Rule Card 21, which states, "When a consonant follows a vowel, it is closed like the door, and the vowel is short." The examples on the card are *cat*, *log*, *tug*, *wet*, and *sit*. Students refer to the rule card when they need help remembering the rules of when a vowel is short. In Lesson 3, the teacher introduces Vowel Card 3, which refers to open syllables.

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

The materials include teacher guidance to provide explicit (direct) direction for applying knowledge of syllable patterns for decoding. For example, there is explicit guidance in Lesson 2 as the teacher explains the closed syllable and the process for blending sounds to make a word when reading. The children look at the word *on*, and the teacher asks questions: "Do you see a vowel in this word? Is 'n' a vowel or a consonant? When a consonant follows a vowel, the vowel is short. This vowel has a consonant after it, so it is short. We code short vowels with breves, which look like smiles."

Grade 1 materials include teacher guidance to provide explicit direction for applying knowledge of syllable patterns for encoding. For example, in Lesson 41, students learn *a-e*. The materials guide the

teacher on assisting students when spelling the words *name*, *cake*, and *ate*. "Remind children to use their reference booklets. If children have trouble spelling, unblend the word. If children fail to include sneaky e, help them correct their papers and say, 'I am afraid sneaky e sneaked up on you instead of the vowel. What is missing from the end of your word?'"

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

The materials include a variety of activities and resources to develop skills for decoding and encoding. Scripted lessons, classroom reference charts, and a *Student Spelling Dictionary* support skill development. For example, Lesson 2 introduces closed syllable words and provides guidance for identifying short vowels and coding them with a breve. Lesson 41 includes encoding support with reminders to use the *Reference Booklet* and strategies such as unblending and correcting words with a missing silent *e*.

The materials include a variety of activities and resources to practice skills for decoding and encoding. Practice opportunities are provided through Worksheets, Boardwork, Spelling Sound Review, Decodable Readers, and Fluency Readers. For example, Lesson 21 includes decoding practice with words such as *kid*, *kit*, and *skit* during Boardwork and with 10 words including *kiss*, *kilt*, *skip*, *skin*, and *hands* on a Worksheet. Encoding activities use Letter Tiles for spelling words such as *nap*, *tan*, *zip*, *pit*, and *lap*, followed by writing sentences like "Nap on it." and "Zip a top."

The materials include a variety of activities and resources to reinforce skills for decoding and encoding one-syllable and multisyllable words. Reinforcement occurs through Decodable Readers, Fluency Readers, Homework, Decodable Practice Masters, and differentiation activities. For example, Lesson 36 introduces the VC'/CV syllable pattern. Subsequent lessons and Decodable Practice Masters reinforce learning with nonsense words such as *gumzop* and *flipyam* and regular words such as *napkin*, *insect*, and *dentist*. Decodable Reader 11: *The Flu Bug* provides connected text for additional reinforcement.

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

The materials include a variety of activities and resources to practice decoding one-syllable words in isolation and connected text using knowledge of syllable types. Activities for decoding in isolation include Worksheets, Options for Differentiation, and Boardwork. Activities for decoding in connected text include Worksheets, Decodable Practice Masters, Decodable Readers, and Fluency Readers. For example,

Decodable Practice Master for Lesson 23 includes isolated practice with the words *cat*, *clap*, *cot*, *skid*, *skin*, and *kit*, followed by connected text with sentences such as, "Cass skips and hops."

The materials include a variety of activities and resources to practice encoding one-syllable words in isolation and connected text using knowledge of syllable types. Activities for encoding include Worksheets, Spelling Sound Review, Application and Continual Review, and the *Student Spelling Dictionary*. For example, when introducing the VCe syllable type, the materials include spelling practice with words such as *name*, *cake*, and *ate*. A Vowel Rule 3 poster provides guidance for coding the long vowel and crossing out the silent e. In connected text, the materials prompt writing sentences using *a-e* words.

5.E.4 Morphological Awareness (1–3)

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

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

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

The materials include a systematic sequence for introducing grade-level morphemes. The grade 1 TEKS require inclusion of the morphemes *-s*, *-ed*, and *-ing*. The materials introduce *-s* in Lesson 12, *-ing* in Lesson 32, and *-ed* in Lesson 33, ensuring that all required morphemes are addressed.

The materials include explicit lessons on grade-level morphemes. For example, Lesson 12 introduces the suffix *-s* using visual examples such as *snap* and *snaps*. The lesson guides learners to identify the meaning of *-s* as indicating more than one, supporting understanding of plurals.

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)

Grade 1 materials include teacher guidance to provide explicit (direct) instruction for recognizing common morphemes and using meanings to help with encoding. There is specific guidance for the teacher to help students encode with suffix *-ed*: "When spelling words that contain suffix *-ed*, some children will simply add *t* or *d* instead of *ed* to the word. If any children are missing the suffix *-ed* spelling, consider adding the suffix *-ed* as a response to Spelling Cards 4 and 13. Spelling Cards 4 and 13 remind you to spell the final /t/ or /d/ sound with the suffix *-ed* when the word is in the past tense, as in *helped* and *filled*."

The materials include teacher guidance to provide explicit instruction for recognizing common morphemes and using meanings to help with decoding and reading comprehension. For example, in Lesson 33, the teacher illustrates how to code words with a suffix and teaches the students the meaning of the suffix *-ed*. Finally, the note says, "However, the main objective is to teach children the meaning of suffix *-ed* and that it has more than one sound."

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

The materials include a variety of activities and resources to develop and practice grade-level morphological skills. Letter and Picture Cards, Spelling Cards, Teacher Guidance, the New Increment section, and Lesson Worksheets are used to build understanding of morphemes. For example, Lesson 32 introduces the suffix *-ing*. The materials guide the identification of root words and the addition of the suffix. The lesson includes scripted questions that prompt learners to recognize and code suffixes and understand their meaning.

Grade 1 materials include a variety of activities and resources to reinforce grade-level morphological skills with cumulative review. The Application and Continual Review section, the Sound Review section, Decodable Reader, and Fluency Readers all provide activities for cumulative review. Decodable Reader 50: *Tory's Wonderful Surprise* says, "reviews prefixes and suffixes learned so far, such as *-ly* and *-ed*." In addition, grade 1 materials use affix cards for review when students learn new affixes and review affixes: "review prefixes and suffixes, enhancing vocabulary and comprehension."

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

The materials include a variety of activities and resources to decode words with morphemes in isolation and in decodable connected text. Word lists, new learning materials, Decodable Readers, and Fluency Readers provide decoding practice. For example, in Decodable Practice Master Suffix *-ed* (after Lesson 33), the materials include words such as *tilted*, *rocked*, *banged*, and *flipped* for isolated practice. The same words appear in connected text within five practice sentences.

The materials include a variety of activities and resources to encode words with morphemes in isolation and in decodable connected text. Encoding practice is embedded in Daily Lessons, Letter-Sound Review, and Spelling Cards. For example, in Lesson 33, the materials include isolated encoding practice with words such as *helped*, *filed*, and *rested*. In Lesson 137, students review the suffix *-ing*. Worksheet 137 provides a connected text activity where students write a short paragraph using words such as *bats*, *ceiling*, *sleeping*, *cave*, and *explore*.