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English Phonics, K

Texas Saxon Reading Foundations Grade K

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798202134760	Both Print and Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Compliant	Flags Addressed	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	93 out of 95	98%

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	3
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	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 1–60) and 2 (Lessons 61–120) include a *Scope and Sequence* for kindergarten. The Texas Essential Knowledge and Skills (TEKS) are defined in the *Teacher's Manual*. For example, Lesson 14's new concept is reading and spelling the "consonant n." The corresponding TEKS are listed at the end of the column, as well as the English Language Proficiency Standards (ELPS).

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 "Instructional Overview" includes a *Scope and Sequence* that outlines how the kindergarten curriculum teaches one phonics concept per day in an intentional sequence. The "Program Implementation" states, "Lessons are designed and progress in an intentional order. Do not skip or

change the order of the lessons." The material includes a *Pacing Guide*, which correlates the lesson numbers with the week number. It is located in the "Online Flight Access," under the *Teacher's Manual*, Vols. 1 and 2. One example of the intentional sequence occurs during week 15. It states, the teacher would teach Lessons 57–60. Under the heading "Program Implementation," the *Teacher's Manual* states, "Four lessons should be completed each week." Teachers are advised to complete four lessons weekly, using the fifth day for reteaching or enrichment.

In the kindergarten 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.

In the *Texas Teacher's Resource Guide*, the kindergarten 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."

Each activity in the *Teacher's Manual* begins with clear objectives. For example, in Lesson 1, the Phonological Awareness Activity states that it aims to "distinguish between words that are the same and words that are different." The *Teacher's Manual* introduces the lesson's concept, vocabulary, and what to cover prior to class.

The materials clarify that mastery is not expected on the first exposure to content. Instead, students build understanding through ongoing practice and reinforcement. The *Scope and Sequence* section located in the "Program Implementation" of the *Teacher's Manual* states, "Keep in mind that children are not expected to master each new concept on the day it is introduced. Mastery is achieved through practice."

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

The kindergarten materials include materials for 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 K, there is a video tutorial on how to use the Orange Kid Cards for uppercase/lowercase matching. When teachers watch the video, they are able to internalize that section of the lessons.

The kindergarten materials include protocols with corresponding guidance for unit internalization. At the start of each unit, the material includes a Unit Summary, Unit Outcomes, and Big Ideas, which are intended to help educators 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."

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* kindergarten materials 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, in Lesson 10, the required materials for the lesson include Alphabet Handwriting Strips, Review Decks, Worksheet 10, Letter Card 7, Picture Card 9, and Spelling Card 9. Additionally, the manual features a Lesson Preparation section, where teachers are instructed to review the picture on the "As Well Card" before beginning Lesson 10.

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 material 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 materials contain academic vocabulary in the glossary located in the front of the *Teacher's Manual*. For example, when teaching phonics lessons, there are words such as "combination, derivative, final stable syllable," and many other academic vocabulary words that will help the teacher with background knowledge and teaching concepts.

The material provides background content knowledge and academic vocabulary. For example, each lesson begins with a Warm-Up activity that reinforces prior learning. For instance, Lesson 4 includes an Alphabet Activity with the objective of reviewing vowels and consonants and saying the alphabet concepts introduced in Lessons 1–3. This consistent reinforcement builds teacher and student understanding of key foundational content. Each lesson also includes a "Multilingual Learner Support" section that identifies essential vocabulary and classifies support as light, moderate, or substantial. In Lesson 5, the support advises reviewing the terms "vowel" and "consonant" before introducing the long vowel rule, helping teachers explicitly address foundational vocabulary.

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 contain support for families in English. There are three family letters on phonics, fluency, and handwriting. In addition, each lesson has a note intended for the family on homework. For example, in Lesson 32, the homework is on the vowel consonant and vowel pattern (VC and V), and the guardian is given information on how to help. Additionally, the materials provide general strategies for supporting multilingual learners.

The materials include support for families in Spanish for each unit with suggestions on supporting the progress of their students. For example, the materials include "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 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, Lesson 3's objective is, "To identify and match the sound that the letter *g* represents."

The 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 activity within the *Saxon Reading Foundations* kindergarten lessons include a concise objective. For example, in Lesson 9, the Warm-Up activity has the objective: "Name vowels, recognize consonants, and say the alphabet," while the Phonological Awareness Activity focuses on: "Recognize alliteration." Lessons typically consist of three to four discrete activities, each with its own instructional goal aimed at supporting skill mastery.

Each lesson activity includes questions to check for understanding. In kindergarten, these questions are mostly recall-based, but they also incorporate higher-level questions that assess deeper understanding and mastery of the TEKS. For example, in Lesson 10, basic questions like "Is 'a' a vowel or a consonant?" are followed by more in-depth questions such as "Why do you think 'acorn' is the keyword for the /a/ sound?"

A list of necessary materials is included within the material. The materials needed for the teacher and student are listed at the beginning of each lesson. For example, in Lesson 100, the teacher needs to provide tokens and colored pencils. The teacher also needs to have prepared Worksheet 100, Review Decks, Letter Tiles, Decodable Reader 3, and Sight Word Card 19.

The materials contain structured lessons that include assessments for every 12 lessons to gauge students' mastery of the previous lessons. For example, Lesson 36 is an assessment of the letters *f, r, k, b,*

suffix -s, and high-frequency words. The teacher's instruction states that students "should master at least 80% of concepts assessed." If the child does not make the 80% mastery, then the materials indicate the teacher needs to plan intervention.

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.

Each lesson in the *Saxon Reading Foundations* kindergarten *Teacher's Manual* includes a clear and detailed list of both teacher and student materials. For example, Lesson 13, Review Decks, and Sight Word Card 1 are for teacher use. The *Teacher's Manual* notes that Worksheet 13, Decodable Reader 1, and colored pencils are necessary for students. These materials are not only written out but also accompanied by images, which support efficient lesson preparation and minimize confusion about what is needed. This consistent inclusion of materials enhances instructional readiness and ensures that teachers and students are equipped with the necessary tools to engage with the content fully.

The materials include suggested timing allocations for each component. The materials provide 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 kindergarten *Teacher's Manual* consistently includes a dedicated section at the end of each lesson that offers clear and actionable guidance on using lesson materials for extended practice. The materials provide targeted activities to support, reinforce, or extend student learning based on their performance during the core lesson. Teachers are directed to assign specific worksheets, clearly referenced by number and accompanied by corresponding image, making it easy to align follow-up tasks with the day's instruction. For example, in Lesson 13, the manual provides a Morphology Extension worksheet, a Morphology Extension Practice activity, and a homework worksheet to reinforce the lesson at school and at home. These resources are intentionally designed to deepen understanding and ensure continuity of instruction beyond the core lesson.

In Lesson 15 of *Saxon Reading Foundations* kindergarten, the Extension activity offers a concrete example of how the materials support enrichment for students who have already demonstrated mastery. The lesson suggests that if children have successfully isolated the /m/ sound within words, the teacher can extend learning by asking students to distinguish between words that begin with /m/ and those that do not. The manual instructs the teacher to prepare a list of /m/ words such as *man*, *map*, *monkey*, *music*, and *metal*, and pair each with one to three words that do not start with the /m/ sound. This activity supports deeper phonemic awareness and provides meaningful challenges for advanced learners, which

reflects the materials' commitment to including guidance on the effective use of lesson materials for extended practice.

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. For example, "Lesson Objective Quick Checks," which 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 kindergarten materials include a variety of tasks for diagnostic, summative, and formative assessments, 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 kindergarten materials include intended purposes for assessments. For example, the "Phonemic Awareness Pretest and Phonics Assessment" states that the phonics assessments monitor individual and whole-class progress at the beginning, middle, and end of the year. The materials explain that the assessment gauges each student's phonics knowledge. In Assessment 2, the teacher is directed to distribute the Student Response Page and the Independent Practice Page. The materials then refer the teacher to the *Teacher Assessment Workbook* and the *Resources for Differentiation Guide* on Heinemann's Flight platform. These materials include activities for students who have not yet mastered the content.

The materials include the definition for the types of instructional assessments, including the definition for diagnostic, summative, and formative assessments. For example, the material defines 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 informs educators on what materials are needed to administer the assessments. For example, in Assessment 1 in the materials, the instructor is given directions on how to administer the skywriting portion of the assessment.

The kindergarten materials clearly have consistent and accurate administration of instructional assessments. For example, the same instructions are given to the teacher on each assessment, which are given every 12 lessons. For example, Lessons 12, 24, and 36 have the same directions for the oral section as well as the written sections. This allows the teacher to become familiar with the routines and the process. For example, the spelling section of Assessment 1: The kindergarten materials states, "Give the students a chance to do this independently. If they struggle with spelling the whole word, slowly unblend the word into its sounds."

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

In the kindergarten materials, the diagnostic, summative, and formative assessments are aligned to the objectives of the lessons. For example, in Lesson 24, the students are assessed on letters from the previous 11 lessons, phonemic awareness, reading, and spelling. The assessment is linked to the objectives from the previous lessons.

The materials include diagnostic, summative, and formative 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.

Assessment 9, located in the *Kindergarten Teacher Assessment Workbook*, clearly demonstrates two levels of complexity. The teacher asks students to complete several DOK 1 tasks, such as writing the letters that represent the sounds /kw/, /z/, /y/, /d/, and /w/. Students also read words such as *hi* and *go*, identify sight words, and read a sentence such as "He is at the contest." These tasks require students to recall letter-sound correspondences and recognize high-frequency words, aligning with basic recall and reproduction. Additionally, students participate in phonological and phonemic awareness tasks where they echo and blend sounds, which also fall under DOK 1.

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 material includes 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.

Instructional assessments in the kindergarten materials 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 the "Where Should They Be" chart located in the *Teacher Assessment Workbook*, which explains where kindergarten students need to be during the different parts of the year. For example, the "Where Should They Be" chart notes that a kindergarten student in the middle of the year should be able to identify 12/23 consonants.

The materials include the "What will I do with the Results?" section. The material provides guidance on what activities teachers can practice with students based on their assessment results. There are 13 parts, and teachers can determine whether to support, reinforce, or extend. For example, if a student scores less than 12/23 on the assessment, the student would need activities based on their specific support level. Some activities that teachers could use include the *Resources for Differentiation Guide* at the letter sound identification, 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 kindergarten instructional materials provide clear guidance for teachers to respond directly to student performance trends on assessments. The *Teacher Assessment Workbook* links assessment results to specific intervention strategies and targeted activities. For example, Assessment 2, located in the *Teacher Assessment Workbook*, is divided into sections and recommends games and small-group tasks for concepts students have not yet mastered. In Section G, if students struggle with reading connected text, the materials suggest "Partner Reading with fluent peers or one-on-one practice using Decodable Reader 1, Decodable Reader 2, or Fluency Reader 1 from Level A or B." The targeted activities allow teachers to deliver individualized support, reinforcing students' fluency and building confidence.

The materials include the "Where Should They Be?" chart located in the *Teacher Assessment Workbook* in order to interpret assessment scores and select appropriate tasks. Based on whether a student scores

below, at, or above the target for their grade and time of year, teachers are directed to use the "Support, Reinforce, or Extend" columns accordingly. For example, the kindergarten materials note in the "What Do I Do With the Results," "If a student scores less than the score indicated for both the grade-level and time of year, the activities in the Support column will be most effective. Have children practice where they see some success and slowly add more challenging items."

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 kindergarten materials instructional materials provide teachers with multiple tools to track student progress and growth across key literacy domains. The *Teacher Assessment Workbook* includes several recording and summary forms, such as the "Phonics Assessment Recording Form," "Phonics Assessment Student Summary Form," and "Assessment Student Summary Forms," which allow teachers to monitor individual and class-wide understanding of phonics skills over time. Additionally, the "Sight Word Evaluation Form," "Informal Fluency Assessment Recording Form," and "Fluency Readers Tracking Chart" support the documentation of progress in fluency and sight word recognition. These tools, located throughout the *Teacher Assessment Workbook*, offer systematic ways to measure growth and adjust instruction accordingly.

The materials do not include tools that support students in tracking their own academic progress or growth. A review of both the *Teacher Assessment Workbook* and the *Student Workbook* found no self-monitoring checklists, goal-setting templates, or reflection tools for students.

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 many activities for students who have not yet achieved proficiency in grade-level materials. At the end of each lesson is an "Options for Differentiation Levels" chart, which explains additional activities for children to complete who have not reached proficiency. For example, Lesson 15, "students who struggle to read and write the capital and lowercase *Mm* will rotate through tracing the letter, making a model of the letter, and writing the letter *m*." The teacher guidance is to "set up three separate floor areas for letter forming and tracing. Pass out Letter Tile *m* to each child for them to refer to. Check children's progress and offer support as needed." However, the kindergarten materials do not include paired lessons for students who have not yet reached proficiency.

Kindergarten materials include guidance for scaffolding students who have not reached proficiency with fluency readers. The fluency readers include readers for students at grade level, below grade level, and above grade level. Teachers should review the words that students will encounter in the fluency reader. For instance, in Volume 1 of the Teacher's Manual, the teacher is encouraged to highlight specific vocabulary. "Children who find the readers too difficult might need more one-on-one instruction in decoding and word recognition, which you can provide through practice with Fluency Word List 1."

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 in Lesson 13 provide embedded support for unfamiliar vocabulary and references in text through direct instruction and teacher modeling. The teacher introduces the sight word *the* by stating,

"This word is *the*. It does not follow our rules, so we must memorize it." To support understanding of the temporary sight word *end*, the teacher explains, "Temporary means 'just for a little while.' *End* is a temporary sight word. We will learn more about the word *end* later." When teaching academic language, the teacher uses prompts such as, "The name of a book is its title. What is the title of this book?" and "The dot at the end of a sentence is a period." The materials include support for understanding references in text. For example, the teacher connects the phrase "The End" to students' prior experiences by asking, "Has anyone ever seen these words at the end of a book or a movie?" When discussing illustrations, the teacher prompts students to use picture clues for meaning, saying, "How did the log get hot?" and guiding them to respond, "The picture shows the log burning in the campfire." A teacher might say, "Let us look at the picture to figure out what happened," reinforcing how visual supports build comprehension.

The kindergarten materials in Lesson 69 provide embedded support for unfamiliar vocabulary and text references. The teacher introduces the irregular sight word *said* with direct explanation: "This word is irregular, so it does not follow all of our rules. What do we call words that do not follow our rules? Sight words." The teacher then breaks the word down by sounds and spelling patterns: "Letters a and i together spell the /ě/ sound in the middle of the word said. This is an irregular spelling; you will have to memorize this part of the word." A teacher might say, "Let us say the word again: *said*. What sound do we hear in the middle? /ě/. That is right!" Teachers reinforce vocabulary instruction with repetition, sentence examples, and a Sight Word Card. In addition to vocabulary support, the materials provide explicit guidance for understanding text references. The teacher models how quotation marks signal dialogue by stating, "What do these marks tell you? The exact words someone said. Right! We write quotation marks at the beginning and end of the words a person says." Further, students learn to identify the speaker tag in a sentence: "The speaker tag, 'said Dad,' tells us who says the words." The teacher reinforces understanding by asking, "What are the exact words the speaker says?" and "Who says those words?" Instructional moments help children recognize how written dialogue works in context, supporting their comprehension of embedded text features.

3.1c – Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

The materials in Lesson 9 provide teacher guidance for differentiated instruction and enrichment for students who have demonstrated proficiency with short vowel /ă/. In the Options for Differentiation section, the extend column states: "For children who have mastered reading and writing words with /ă/, extend their learning by having them spell words with /ă/." The kindergarten materials offer a specific activity using a floor grid with large letter cards, where students "spell words with /ă/... by hopping or stepping on the correct letters on the grid," such as *at*, *hat*, *tag*, *gap*, *lap*, *pal*.

The kindergarten materials in Lesson 80 include teacher guidance for differentiated instruction and enrichment for students who have mastered the consonant blends /sm/, /sw/, and /sc/. In the Options for Differentiation section under the extend column, the material states, "For children who have mastered connecting letters s, m, s, c, and s, w to the blends /sm/, /sc/, and /sw/, challenge them to write the letters when they hear their blend sound." One specific activity, "Sound Scamper," directs the teacher to call out a blend (e.g., /sk/). At the same time, students race to the board to write and name the correct letter combination, deepening sound-letter association through movement and active engagement.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	4/4
3.2b	All criteria for guidance met.	2/2
3.2c	All criteria for guidance met.	3/3
—	TOTAL	9/9

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

The kindergarten materials provide clear and explicit prompts and guidance to support the teacher in modeling and explaining key concepts. For example, Lesson 31, during the Phonological Awareness Activity, the teacher is directly prompted to model how to segment a word into syllables using physical gestures: "Watch me. Say apple. Move your right fist to the right and say ap-. Then move your left fist to the left and say -ple. Bring your fists together again and say apple." Additionally, Lesson 31 provides direct language for explaining grammatical concepts, such as possession, with multilingual support: "Explain to children that adding an 's after a noun indicates possession. In Spanish, for example, *el gato es de Marco* means 'the cat is Marco's.'" This explanation, found under the Introduce Concepts section, includes cross-linguistic connections and encourages teachers to help children repeat sentences using the possessive form.

The materials provide clear and direct prompts that help the teacher accurately model and explain phonemic and spelling concepts. Lesson 95, during the Phonemic Awareness Activity, the script prompts the teacher to model sound isolation, "Watch me. I am going to say two words and listen for where the /b/ sound is in the words: the beginning, middle, or end." The teacher then models responses using "Thumbs Up, Thumbs Down" to indicate sound placement. The lesson includes explicit prompts for explaining concepts, such as when the teacher says, "Let us spell the word *barn*. What is the first sound in *barn*? /b/. What letters stand for the /ar/ sound?" The prompts support students in connecting sound to spelling patterns. Additionally, the teacher receives guidance to explain concepts through scaffolded questioning, sample student responses, and intervention tips such as, "If a child struggles, provide appropriate intervention to build the skills needed to progress."

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

The materials provide clear teacher guidance for delivering lessons using multiple instructional approaches. In the *Handwriting Instruction Guide*, instruction begins with teacher modeling and skywriting; next, the material 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." Teachers are encouraged to use various delivery methods across materials, including modeling, collaborative learning, and independent work.

The kindergarten materials provide explicit teacher guidance for effective lesson delivery using multiple instructional approaches. For example, in Lesson 5, teachers begin with direct instruction to introduce the long vowel rule, stating, "When a vowel has no consonant after it, the vowel is long. We code long vowels with macrons." The lesson includes guided practice, as the teacher leads blending practice with "Echo, /g//ō/; go." Additionally, the materials incorporate multisensory learning through chanting and singing: "Lead the children in chanting and singing 'O is for overalls' several times."

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 practice and include structured guidance and implementation strategies. For example, in Lesson 5, students engage in guided practice through sound blending: "Let's blend the sounds of /g/ and /ō/ to see what word they make... Echo, /g//ō/; go." Collaborative practice is present in the "Sound Scamper" activity, where children participate in a game-based phonics task. Students engage in independent writing practice that includes letter formation and dictation. Teachers receive scripted guidance, including prompts like, "Lead the children in chanting and signing 'O is for overalls' several times." The materials recommend whole-group instruction for modeling and practice, and provide opportunities for partner and small-group interaction, supporting flexible implementation.

The kindergarten materials support a wide range of practice types and give the teacher clear support for implementation. For example, in Lesson 66, students engage in guided practice during sound blending and Boardwork routines. The teacher asks, "What letters spell the sound /th/? t and h... Write th at the beginning of the line by #6." Independent practice includes coding words and completing worksheet tasks, such as spelling *duck* and matching words to pictures. Collaborative practice occurs in Lesson 66 during the "Mystery Word" phonemic activity. The materials provide clear scripting, routines, and structure for whole-group, small-group, and individual application.

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 kindergarten 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 program 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 materials include guidance from the *Multilingual Learner's Guide* and individual lessons to help teachers support students at different stages of English language development, as described in the ELPS. For example, in Lesson 14, teachers are given a clear strategy to help beginning English learners "who may confuse the /n/ sound with /l/, especially for Cantonese and Mandarin speakers." Lesson 14 says to describe the tongue position and give extra chances to practice saying /n/ in words together and with partners. Teachers should "model the sound, show Spelling Card 10, and describe the mouth position." In Lesson 58, teachers receive "moderate" support for teaching the sight word *into* by connecting it to familiar words (in and to) and using it in a real-life context. Teachers direct students and say, "(Name), put your crayon into the box," as the children act it out. Teachers guide students by saying, "(Name), put your

crayon into the box," as the children act it out. Lesson 14 explains how to teach the irregular part of the word and reminds students to remember how it sounds and looks.

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

The kindergarten materials provide multilingual support by explicitly modeling the short vowel sound /ă/. For example, in Lesson 9, teachers are instructed to "model the sound /ă/ while showing Spelling Card 8 and describing the mouth position," while students use mirrors to observe and mimic articulation. The *Multilingual Learner's Guide* reinforces this with strategies for substantial support for learners, such as using oral cues, visuals, and articulation modeling to build foundational language skills, especially for students unfamiliar with English phonics.

The 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."

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 kindergarten materials include guidance for teachers to support emergent bilingual students in developing academic vocabulary, comprehension, and background through oral discourse. At the beginning of each lesson, you can find embedded support in the "Multilingual Learner Support" section. The material provides light, moderate, or substantial scaffolding. An example of light support is Lesson 77, Decodable Reader 77. The teacher offers sentence stems when responding to the text. In Lesson 96, the oral assessment offers moderate support. "Model an example for each task before asking children to complete it." In Lesson 117, the support is substantial, as it guides the teacher to review combinations/sound one at a time and practice orally.

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 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.

The materials include systematic instruction of phonics skills as shown by the *Scope and Sequence*. The kindergarten materials begin with the letter name/sound correspondence (Lessons 1–39), next the materials progress to common short vowel words (Lessons 40–80), and finally, the materials help students manipulate letters and sounds in words (Lessons 50–100).

The kindergarten materials systematically and sequentially guide teachers in phonics instruction, specifically focusing on sound-symbol correspondence. Teachers consistently implement this instruction through daily routines, including Application and Continual Review. Instruction begins with foundational skills in Lessons 1–4, where students identify initial sounds and write the corresponding letters. After Lesson 5, students build on this foundation to "decode, read, and spell VC words," reflecting a precise instructional sequence. As students progress to Lesson 40, students read decodable texts with "VC words that include blends and twin consonants," showing teachers cumulatively reinforce skills. After Lesson 118, students review and apply advanced phonics patterns such as "VC/CV word combinations and blends," demonstrating that instruction builds complexity over time and supports mastery through consistent, scaffolded practice.

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 ongoing practice opportunities for phonics (sound-symbol correspondence) skills in isolation and through decodable text. In Lesson 83, students engage in explicit isolated practice by spelling the word *tap* and then substituting tiles to create new words. Using Worksheet 83, students apply their phonics knowledge by reading and spelling words that follow "VC, VCe, and vowel team patterns, such as *rope*, *bee*, *grass*, and *hive*." In Lesson 12, students read Fluency Reader 97, which provides decodable text practice of the newly taught "digraph *th* (as in *they*) while

reviewing blends and digraphs like *th* in *bath*, a VC word, and *mp* in *jump*." Instruction includes the teacher modeling the skills, followed by student application, demonstrating that the materials intentionally reinforce and extend skills through isolated practice and connected reading. In Lesson 13, the same VC skill is practiced through decodable text using Decodable Reader 1: *Hot, Hot, Hot*. Lesson 18 intentionally reviews the skill. Students revisit VC words, code and read items 9–11 on Worksheet 18, followed by practice reading Decodable Reader 2: *Hop on the Mop*.

The materials include explicit (direct) and ongoing practice opportunities for phonics (sound-symbol correspondence) skills in isolation and through decodable text. In Lesson 83, students engage in explicit isolated practice by spelling the word *tap* and then substituting tiles to create new words. Using Worksheet 83, students apply phonics knowledge by reading and spelling words that follow "VC, VCe, and vowel team patterns, such as rope, bee, grass, and hive." In Lesson 12, students read Fluency Reader 97. Fluency Reader 97 provides decodable text practice of newly taught "digraph *th* (as in *they*)." This instruction includes teacher modeling, followed by student application.

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 Teacher's Manual includes daily explicit (direct) phonics instruction with teacher modeling. Each lesson introduces a new phonics skill in the New Increment section, where the teacher provides direct instruction and models the target sound and letter formation. For example, in Lesson 46, the teacher introduces "the letter y by demonstrating its sound and modeling how to write it, giving students clear guidance before they practice independently." During the handwriting portion, the teacher "writes a lowercase y on the board using handwriting lines" and says, "This is a lowercase y. Let us practice skywriting the lowercase y. Watch me first, then you will get to try." Students practice skywriting the letter and completing related activities on their worksheets.

Teacher modeling is integrated into phonological and phonemic awareness activities to reinforce letter-sound correspondence. The teacher uses Letter Tiles and Elkonin boxes to show how sounds match letters. The lessons follow a gradual release approach where the teacher first models the skill, guides students through practice, and finally lets them work independently. For example, in Lesson 75, the teacher models the "i consonant e" pattern by demonstrating how to decode the vowel-consonant-e structure, helping students build understanding step by step.

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

The kindergarten materials lessons include opportunities for direct instruction with guidance for immediate feedback. For example, in Lesson 49, the teacher explicitly teaches phonological awareness (PA) with the "I do" section. The teacher says, "Watch me. The word is *jet*. The first part I hear in *jet* is /j/." Put out your fist and stick up your thumb and say /j/. "That is the first sound in the word." Next, there is an opportunity for immediate feedback when the Teacher's Manual states, "Make sure children give the short, crisp sound of /d/ and do not add a short *u* sound, as in /duh/."

The kindergarten materials include daily lessons with opportunities for direct instruction and guidance for corrective feedback. For example, in Lesson 72, when the teacher gives the students a spelling word, the teacher says, "Give children a chance to do this independently. If children struggle to spell the whole

word, slowly unblend the word into its sounds. Remind children that digraphs are two letters that stand for one sound."

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

The *Saxon Reading Foundations* kindergarten daily lessons include a variety of opportunities for students to practice phonics skills through independent practice. For example, in Lesson 57, the students are given a chance for independent practice with Worksheet 57 on the new increment "letter Q and combination qu." Students also have the opportunity to actively practice handwriting the letter Qq. In Lesson 58, students practice fluency over previously learned skills with Fluency Reader 6.

The *Saxon Reading Foundation* kindergarten materials include a variety of opportunities for students to practice phonics skills through collaborative learning. Many lessons incorporate collaborative learning through small-group or partner-based activities. For example, in Lesson 57, Warm-Up Activity includes "the option for children to work in teams using Letter Tiles to complete the alphabet, promoting peer interaction and cooperative problem-solving." The *Fluency Instruction Guide* offers additional collaborative learning suggestions, including 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 kindergarten materials include intentional, cumulative phonics review throughout the curriculum. The lessons are structured in three-week cycles, each ending with a review lesson and an assessment to ensure previously taught skills are revisited and reinforced. For example, Lesson 11 in the Teacher's Manual and Student Worksheet 11 reviews the first 10 lessons. The cumulative review occurs in Lesson 59 and prepares students for the middle-of-year assessment, and Lesson 119 serves as a comprehensive review before the end-of-year assessment. Lesson 50 provides additional review using Student Worksheet 50 and Spelling Cards 17 and 22–25 to revisit previously taught phonics patterns.

The kindergarten materials include frequent and purposeful opportunities to practice previously taught skills through structured activities that do not introduce new content. For example, in Lesson 6, the Phonological Awareness Activity explicitly reviews the concept of rhyming words by engaging students in a "Picture Match" task using familiar vocabulary (e.g., jug/hop, box/fox). Additionally, the Daily Letter, Sound Review, and Spelling Sound Review sections focus on practicing letter recognition and letter sounds for previously introduced letters (L, O, G, C). Practice opportunities reinforce foundational literacy skills in isolation from new learning. The lessons follow a gradual release model ("I Do," "We Do," "You Do"), further supporting ongoing practice and retention of previously taught concepts.

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

The kindergarten materials students engage in phonics practice directly tied decodable readers to previously taught skills. Each worksheet aligns with the corresponding lesson's content and reinforces only the phonics elements that the teacher has explicitly introduced. When a lesson introduces a new letter or sound-spelling, the worksheet focuses on that target while continuing to reinforce earlier skills. For example, Lesson 63 introduces Digraph *ck*, and Student Worksheet 63 provides practice that focuses solely on that digraph and other previously taught content. In Lesson 64, the focus shifts to the digraph *sh*, and Worksheet 64 includes practice with *sh*, *ck*, and other previously introduced phonics patterns.

The kindergarten curriculum includes 16 decodable readers that educators designed to align with the phonics content taught to students. The fiction and nonfiction decodable readers control the phonics skills and sight words that students have already learned. For example, in Lesson 77, before reading, the teacher introduces the "Words to Know" and uses Sight Word Card 11 to reinforce prior instruction; students then read Decodable Reader 9: *Pigs Jet*.

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

The kindergarten materials provide 16 decodable readers that align directly with the phonics skills taught in preceding lessons. The texts are controlled, using only previously introduced phonics patterns and high-frequency words. As instruction progresses, each decodable reader builds upon earlier instruction, offering cumulative practice of taught skills in connected text. For example, in Lesson 100, students are introduced to Decodable Reader 13: *Look Who Can Cook*, which includes multiple words with digraph *oo*, introduced earlier in Lesson 86, along with other consonant sounds, short vowels, and sight words previously taught.

The kindergarten materials include decodable texts with cumulative practice. The materials include decodable reading masters that begin with VCV (vowel-consonant-vowel) words and sentences. Students begin reading sentences in Lesson 9 when they have learned enough letters. An example of a sentence in Lesson 9 is "Go tag Pat." As the students learn more letters and syllable patterns, they read sentences such as "We gave Dad a rake" in Lesson 70. Toward the end of the year, the students read sentences such as "My home is on the corner" and "The thunder made a boom" in Lesson 118.

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

The kindergarten materials provide 16 decodable readers that align directly with the phonics skills taught in preceding lessons. The texts are controlled, using only previously introduced phonics patterns and high-frequency words. As instruction progresses, each decodable reader builds upon earlier instruction, offering cumulative practice of taught skills in connected text. For example, in Lesson 100, students are introduced to Decodable Reader 13: *Look Who Can Cook*, which includes multiple words with digraph *oo*, introduced earlier in Lesson 86, along with other consonant sounds, short vowels, and sight words previously taught.

The kindergarten materials include decodable texts with cumulative practice. The materials include decodable reading masters that begin with VCV (vowel-consonant-vowel) words and sentences. Students begin reading sentences in Lesson 9 when they have learned enough letters. An example of a sentence in Lesson 9 is "Go tag Pat." As the students learn more letters and syllable patterns, they read sentences such as "We gave Dad a rake" in Lesson 70. Toward the end of the year, the students read sentences such as "My home is on the corner" and "The thunder made a boom" in Lesson 118.

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, which are developmentally appropriate. For example, the "Phonics Assessment" is given at the beginning, middle, and end of year as one form of assessment. The assessment is built on a continuum of skills that need to be mastered in phonics. The material goes from simple to more complex and is developmentally appropriate. Another example, Assessment 1, Lesson 12, assesses what letter names and sounds each student knows. The end-of-year assessment located in Lesson 120 progresses and goes on to assess whether or not students can substitute medial phonemes in words such as *dig* and *dog*.

The materials include developmentally appropriate assessment tools. For instance, in the *Teacher Assessment Workbook*, the "Fluency Assessment Recording Form" and the "Fluency Readers Tracking Chart" provide varied and age-appropriate assessment methods. Teachers use the "Informal Fluency Assessment" to measure students' oral reading fluency by recording their reading rate, accuracy, and expression in a supportive and low-pressure setting. They then use the "Fluency Readers Tracking Chart" to visually track each student's reading practice and progress through leveled texts. These tools enable teachers to assess fluency development over time and adjust instruction accordingly.

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 starts with an assessment to establish the child's baseline. Each 12th lesson is an assessment that systematically assesses the phonics skills taught previously. Kindergarten begins with letter names and sounds, both identifying and writing them. Then the students progress to combining those letters to create words.

The materials include progress-monitoring tools that accurately measure students' phonics skills. The *Teacher Assessment Workbook* gives instructions for administering the "Phonics Assessment" for the beginning, middle, and end of year. In addition, there is a chart that shows where the children should be

at certain parts of the year. Furthermore, the Teacher's Manuals give 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 consistent assessment opportunities across the span of the kindergarten year using tools housed in the *Teacher Assessment Workbook*. The "Phonemic Assessment Student Recording Form" is designed for repeated use, allowing teachers to track students' development of key phonemic awareness skills, such as sound identification, segmentation, and blending, across multiple lessons. The kindergarten materials program spirals phonemic tasks over time; teachers are prompted to revisit the form regularly, ensuring that assessment occurs across the entire school year and aligns with the early foundational scope of instruction.

The kindergarten materials *Teacher Assessment Workbook* also includes the "Fluency Assessment Recording Form" and "Fluency Readers Tracking Chart," which align directly with instructional texts used throughout the year. The "Informal Fluency Assessment" provides teachers with multiple checkpoints to evaluate reading rate, accuracy, and prosody using leveled fluency readers introduced sequentially in the curriculum. Teachers use the "Fluency Readers Tracking Chart" to document ongoing student engagement with these texts, ensuring that fluency assessments remain consistent and developmentally appropriate from the beginning to the end of the school year.

4.5 Progress Monitoring and Student Support

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.5a	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.

In the kindergarten materials, teachers use data-management tools to track individual student progress and make informed instructional decisions. In the "Assessment Recording Forms," teachers can record important information to guide instructional decisions. Located in the kindergarten *Teacher Assessment Workbook*, teachers can use data from Assessments 1–9 to analyze student progress by analyzing patterns and their needs. For example, in Assessment 1, Lesson 12, students spell letter sounds. If the majority of students incorrectly miss the /l/ sounds, this would alert the teacher to reteach the skill.

In the kindergarten materials, teachers track more than phonics skills by using the "Fluency Readers Tracking Chart" and the "Sight Word Evaluation Form," located in the *Teacher Assessment Workbook*. The tools help teachers identify which students are making expected progress and which students need focused support. For example, when a student struggles to recognize high-frequency words on the "Sight Word Evaluation Form," the material guides the teacher to provide small-group instruction or review words using the "Sight Word Deck." Lesson 44 in the *Teacher's Manual* reinforces this approach by offering "Additional Fluency Activities" and instructs teachers to use the "Fluency Readers Tracking Charts" to note whether each child reads their book with ease or needs more practice in fluency, decoding, or comprehension.

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

In the kindergarten materials, teachers are equipped with tools to analyze class-wide trends by compiling individual assessment data. The "Phonics Assessment" appears at the beginning of the *Teacher Assessment Workbook* and is administered at the start, middle, and end of the year. After each round, teachers use the results from each student to complete the "Phonics Assessment Class Summary Form." The form highlights common areas of need, such as challenges with blending or segmenting sounds, and helps teachers determine which phonics skills to emphasize in future lessons.

The materials include tools that help teachers analyze the specific needs of the class based on cumulative assessment data. Teachers can transfer information from the "Student Summary Forms" to the corresponding "Class Summary Forms," located in the *Teacher Assessment Workbook*. These class-level forms consolidate data on foundational skills, such as letter-sound correspondence, high-frequency word recognition, and decoding accuracy.

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

The materials guide teachers on how frequently to monitor the progress of students demonstrating academic need. In the "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" recommend increased instructional support and reinforcement for students who do not meet 80% accuracy on assessments. Furthermore, the "Importance of Kid Cards" advises teachers to use 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.

The kindergarten materials "Phonics Assessment Overview," located at the front of the *Teacher Assessment Workbook*, includes a "What Do I Do with the Results?" section that helps teachers analyze student performance using the "Where Should They Be?" chart. The tool enables teachers to determine the appropriate level of differentiation for each student based on their current phonics skills. The *What Should I Do with the Results* guide located in the *Teacher Assessment Workbook* offers detailed descriptions of targeted activities that address specific phonics concepts, allowing teachers to tailor instruction and accelerate learning where needed.

In the "Instructional Overview" located in the "Program Overview" of the kindergarten materials, teachers use data to find guidance that helps accelerate learning and support students in reaching mastery. In the "Phonics and Spelling Assessments," the kindergarten materials explain, "Oral and written assessments occur every 12 lessons. Children are considered successful if they answer at least 80 percent of questions correctly. If a child does not achieve 80 percent accuracy on any given assessment, identify the concepts they find difficult and spend extra time reinforcing them." The supporting activities used to support and accelerate learning can be found 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 include the *Speaking and Listening Guide*, which explicitly outlines what teachers need to teach and observe when students communicate verbally and nonverbally to build oral language. The *Speaking and Listening Guide* includes assessments to give periodically, as well. The "Overview" states, "Use this guide to help children identify, practice, and assess good speaking and listening skills. First, work with children to create Dos and Don'ts lists that identify good speaking and listening habits or techniques. Then, the provided activities will help children practice their speaking and listening skills. Finally, the provided rubrics informally assess children and empower them to improve their skills through ongoing self-assessments."

At least two methods (modeling, guided practice, coaching, and feedback) are used to develop oracy in the kindergarten materials. For example, the Points of Use section located in the *Speaking and Listening Guide* directs teachers to remind students to "listen carefully, think about the questions you're asking, and raise their hand to ask questions to help clarify if there is something they do not understand." Furthermore, the teacher models and coaches discussion and speaking: "To help children identify good speaking techniques, model different ways of talking and ask them to share their observations with the group."

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 and audiences. The kindergarten materials provide decodable readers where the teacher leads discussion about comprehension. For example, Lesson 69 (Decodable Reader 8), the teacher asks the following questions to guide comprehension and stimulate communication: "What is the boy doing? Why does the boy have to stop? Do you think Mom and Dad like their son's paintings? How can you tell?"

The *Resources for Differentiation Guide* in the kindergarten materials includes small-group games that build social communication skills for different purposes in the kindergarten materials. For example, in Lesson 14, the teacher is instructed to divide the class into small groups to play a phonemic awareness game where students "take turns picking a card and saying the beginning sound. Then your partner will say a word that begins with the same sound." The phonemic awareness game promotes turn and talking with a partner, listening, and using expressive language as students communicate to practice and reinforce phonemic awareness together. However, while students participate in social exchanges within their small groups, the materials do not include clear examples of students engaging in social communication for different audiences (e.g., sharing with other classes, presenting to unfamiliar groups).

5.B.1c – Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)

The materials include opportunities for students to listen actively and share ideas. For example, in Lesson 77, during the reading of Decodable Reader 9: *Pig's Jet*, the teacher guides students through comprehension by asking, "Look at the pictures on page 5. How do Hen and Cat feel about landing in mud?" and encourages responses using a structured sentence frame. Students share thoughts about character actions and feelings, supporting oral language development. However, the lesson does not provide opportunities for students to engage in discussions with peers to understand information.

The kindergarten materials include authentic opportunities for students to listen, ask questions, and share information actively. For example, in Lesson 34, located in the Print Awareness section, the teacher reads the title and asks, "What word on the page is darker than the others?" Students are encouraged to listen actively and can ask questions. As students begin to read Decodable Reader 3 independently, students are asked questions, "What kind of problems can you have with fans?" Students then ask questions, and share information and ideas.

5.C Alphabet

5.C.1 Alphabet Knowledge (K only)

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

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

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

The materials introduce letter names and corresponding sounds in a systematic sequence that supports early decoding. The *Scope and Sequence* begins with high-utility consonants and short vowels, such as *m*, *s*, *a*, *t*, allowing students to form simple words quickly. New letters are added gradually and reviewed cumulatively, with each lesson reinforcing both the letter name and sound.

The kindergarten materials introduce the letter name and corresponding sounds in a precise, direct sequence. For example, in Lesson 3, the teacher says, "The letter we will be learning about today is the letter *g*. *G* is a consonant," and models the /g/ sound with articulation support and keyword cues like *goat*. Students practice identifying, saying, and writing both uppercase and lowercase *g*, using Letter Card 3 and Picture Card 3 to reinforce the concept.

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

The materials provide teacher guidance to help students identify uppercase and lowercase letters and their corresponding sounds. In the first 57 lessons of the curriculum, students learn each uppercase and lowercase letter, while other concepts are interspersed with cumulative reviews. One example of explicit instruction with scripted lessons on letter names (uppercase and lowercase) and corresponding sounds is Lesson 14 on the letter *Nn*. "Listen to these words and see if you can tell me what sounds they all start with: *nap*, *no*, *not*. That is right, the sound you hear is /n/. The letter we will be learning about today is the letter *n*. *N* is a consonant. /n/ is the sound of the consonant *n*." Students practice the sound with short, crisp sounds, skywrite, and handwrite the letter while making the /n/ sound. The teacher introduces picture and letter cards and reviews them each day. This daily review in the Daily Letter and Sound Review sections lead to automaticity of the letters and corresponding sounds.

The kindergarten materials provide teacher guidance to help students identify uppercase and lowercase letters and their corresponding sounds. In the first 57 lessons of the curriculum, the teacher introduces each letter (both uppercase and lowercase) while interspersing other concepts with cumulative review. An example of explicit instruction with scripted lessons on letter names (uppercase and lowercase) and sounds is Lesson 43. Students learn the long sound of *e*. Students learn about the short vowel *e* in Lesson 42. Lesson 42 states, "Listen to these words and see if you can tell me what sound they all start with: *even, eel, eagle*. That is right. The sound you hear is /e/. All vowels have at least two sounds, a short sound and a long sound. We already learned about the short sound of *e*: /short e/. Today, we will learn the long sound. *E* is a vowel. /long e/ is the long sound of the vowel *e*. I will say the sound and then you echo it. /e/ is the long sound of the vowel *e*." Next, students skywrite and handwrite the letter *e* while saying the /long e/ sound.

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

The materials include explicit (direct) directions for the teacher to teach the formation of the 26 letters, both uppercase and lowercase. An example from Lesson 6 is as follows: "Letter *h*: Pull straight down, stop; push up and over right, stop." For the uppercase letter *H*: "Pull straight down, stop; go to left, pull straight down, stop; go right, touch." The instructions for writing each letter of the alphabet are presented clearly.

The kindergarten materials include explicit systematic instruction to teach the formation of the 26 uppercase and lowercase letters. The *Handwriting Instruction Guide* provides explicit instructions for the teacher to instruct the students correctly. For example, the *Handwriting Instruction Guide* states, "Talk-throughs teach children how to form each letter step-by-step. Skywriting gives children kinesthetic practice and imprints the strokes in the brain. Practice pages provide practice on paper." In addition, each "Letters Talk Through" is included in the *Handwriting Instruction Guide*.

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

The materials use various strategies to help students develop, practice, and reinforce letters and their sounds in isolation and through meaningful print. For example, in Lesson 46, the teacher introduces the sound *y* using a keyword (*yarn*) and says, "The letter *y* stands for the sound /y/ as in *yarn*," while students echo and trace the letter. Students practice in isolation through skywriting, worksheets, and letter card drills, then apply their learning in context by reading decodable sentences and identifying the letter *y* in

familiar words. Repeated letter-sound routines, visual cues, and daily deck review ensure cumulative reinforcement across settings.

Kindergarten materials provide structured opportunities to reinforce alphabet knowledge in isolation and meaningful print through cumulative review. For example, Lesson 69 begins with the teacher leading the class in reviewing previously taught letters and sounds using the Review Decks, ensuring repeated exposure to each letter in isolation. Students then read Decodable Reader 8: *I Did It*, where students encounter target letters and sounds embedded in connected text. The teacher prompts students to identify familiar letters and blend sounds while reading chorally, strengthening recall, and applying alphabet knowledge in an authentic context. The repeated cycle of isolated review, followed by reading practice, demonstrates a systematic approach to building long-term mastery of letter recognition and sound correspondence.

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 a precise, direct sequence that supports decoding and encoding. For example, in Lesson 1, the teacher shows the letter card for *L* and states, "This is the letter *L*. It makes the sound /l/." Students repeat the name and sound, then skywrite the letter while saying /l/ aloud, reinforcing visual and auditory connections. Next, students listen to words beginning with /l/, such as *lap* and *lip*, and identify the initial sound. The structured, teacher-led modeling and guided repetition provide explicit instruction that helps students learn how to recognize and produce the sound, laying the foundation for blending and segmenting words. The lesson format clarifies how students will later apply this knowledge to decode (read) and encode (spell) CVC (consonant-vowel-consonant) words as they progress through the program.

The materials systematically introduce letter-sound relationships that prepare students to apply them to basic decoding and encoding tasks. For example, Lesson 10 begins with a review of all previously taught letters and sounds using the Review Deck and alphabet strips, reinforcing prior knowledge before adding new content. The teacher guides students to blend and segment CVC words like *lap* and *lip*, demonstrating how to say each sound and slide them together to read the word. Students write each phoneme and write the corresponding letters to practice spelling words by listening. The gradual transition from isolated letter-sound practice to simple word reading and spelling shows a planned, cumulative sequence that builds decoding and encoding skills over time. The frequent review and consistent instructional routines ensure students master each step before moving to the next.

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 provide explicit (direct) instruction on connecting phonemes to letters within words, with recommended explanatory feedback for students. For example, in Lesson 6, the teacher says, "Students may confuse the sounds /m/ and /n/. Remind them that /n/ is made by placing the tongue behind the

teeth, not pressing lips together like /m/." This feedback helps students correct common articulation errors using physical cues and mirrors.

The kindergarten materials include guidance for teachers to provide explicit (direct) instruction based on common misconceptions. For example, Lesson 14 revisits the letter *n*. Teachers explicitly guide students in distinguishing /n/ from /m/ using articulation support and visual cues. When a student confuses the two, the teacher says, "Listen again—/n/ not /m/. What do you feel your mouth doing? Try saying both sounds while watching in a mirror." This guidance helps correct a common misconception through a multisensory approach.

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 kindergarten materials include various activities to develop letter-sound skills in decoding words in isolation and connected text. For example, in Lesson 19, the teacher demonstrates how to spell the word *sit*. "Let's spell the word *sit*. What is the first sound in *sit*?" The teacher repeats the letters *i* and *t*. "Now, let's sound it out and see if you wrote the correct letters: /s/ /i/ /t/, s-i-t." The teacher repeats this process for the word *gas*. In Lesson 9, the teacher develops letter/sound skills through connected text. For example, "The words by #6 make up a sentence. A sentence is a group of words that tells or asks something. How many words are in this sentence? Help children code and unblend words as needed to read them."

The kindergarten materials include various activities to practice letter-sound skills in decoding words in isolation and connected text. The teacher models sound/symbol relationships, and the students practice in multiple forms, such as Worksheets, Decodable Readers, Fluency Word Lists, and Fluency Readers. For example, in Lesson 44, students practice words in isolation as they review their fluency reader, words like *sink*, *milk*, *silk*, and *pink*. Students practice connected text in Lesson 44, Fluency Reader 4. The reader focuses on the blends *lk* and *nk* in the final position. For example, Fluency Reader 4 says, "I ask Kim, 'Is it milk?'"

The materials include various activities to reinforce their understanding of applying letter-sound skills in decoding words in isolation and connected text. The cumulative review occurs in several areas of the program: Daily Letter and Sound Review sections, Decodable Readers, and Fluency Readers. In addition, there is a review lesson right before the assessment lesson. For example, Lesson 36 is an assessment, so Lesson 35 is a review lesson. The review in Lesson 35 covers all materials learned up until that lesson. A cumulative review occurs daily with Sound Review Cards. The students speak each card learned in the year. For example, in Lesson 35, students review Picture Cards 1–19 and Spelling Cards 1–18. Students read sentences like "The rat sat on the mitt. Tim can grab a log" to practice connected text with review.

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–2)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.1a	All criteria for guidance met.	2/2
5.D.1b	All criteria for guidance met.	2/2
5.D.1c	All criteria for guidance met.	4/4
—	TOTAL	8/8

5.D.1a – Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)

The materials follow a clear and systematic progression of PA skills, moving from simple to more complex tasks. In Lesson 5, students identify rhyming words using a thumbs-up routine with examples like *hat* and *pat*. In Lesson 16, the focus shifts to segmenting sentences into individual words by using arm-tapping for each spoken word. By Lesson 40, instruction introduces syllable addition to form compound words, such as combining *pine* and *apple* to make *pineapple*. This sequence supports the development of skills from larger to smaller sound units.

The kindergarten materials also include activities that build from broad to more refined sound awareness. In Lesson 9, students engage in a game to recognize alliteration, using a thumbs-up or thumbs-down signal to identify words with the same initial sound. In Lesson 29, instruction focuses on blending syllables to form complete words through an interactive routine that combines sound chunks into a "mystery word." These lessons reflect a structured approach that gradually increases in complexity, supporting foundational phonological development.

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 teaching PA skills, along with guidance for addressing common errors. In Lesson 13, students are introduced to their first decodable reader. The teacher's note advises continued practice with Decodable Reader 1 when blending remains a challenge, and emphasizes

that readers should only be sent home once the student can read them with ease. This guidance supports targeted instruction and error correction aligned with student needs.

The materials include explicit instruction for PA and provide feedback for common misconceptions. In Lesson 10, the materials address the misconception that the letter *a* always makes a short or long vowel sound. After introducing the sentences, "I have a hat and This is a pad," the materials explain that the word *a* may sound like a schwa in connected speech. Lesson guidance clarifies that although the sound may differ, it should still be coded with a macron, following the established rule. This score differs compared to the scores in grade 1 and grade 2. The materials in grade 1 and 2 do not include explicit instruction for PA and do not provide feedback for common misconceptions.

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 kindergarten TEKS. Across 120 lessons, new concepts are introduced in a sequential order, beginning with words, syllables, and phonemes. Activities include the use of PA picture decks, hand motions, and guessing games. In Lesson 58, the materials prompt a sound-matching activity using the example: "I am looking for a word that has the same beginning sound as the word *like*. *Map, lap, tent*. *Lap* has the same sound as *like*, so it is the mystery word." Scripted language supports instruction throughout. For example, in Lesson 18, when introducing compound words, the materials instruct the teacher to say *snow* while pretending to grab it with the right hand, then *ball* with the left, and bring both hands together while saying *snowball*.

The materials also include a variety of activities and routines that reinforce PA through cumulative review and memory-building strategies. The Phonological/Phonemic Awareness section of the *Teacher's Manual* outlines a consistent set of instructional routines used throughout the year, including "Thumbs Up, Thumbs Down," "Picture Match," "Picture Sort," "Pat/Clap/Tap It," "Mystery Word/Sound," and "Show Me." Cumulative review is built into the instructional sequence, with review lessons appearing every four to five lessons to revisit previously taught concepts. This consistent structure continues across all 120 lessons to support retention and mastery.

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 provide a systematic sequence of phonological and phonemic awareness activities that progress from simple to more complex skills, aligned with kindergarten TEKS. Early lessons focus on identifying phonemes, and later lessons introduce more advanced manipulation. In Lesson 57, the Phonological/Phonemic Awareness Activity targets initial sound identification with examples such as *moon* and *map* sharing the /m/ sound. By Lesson 119, the activity advances to phoneme substitution, prompting students to change the medial sound in *cap* to /u/ to form the new word *cup*.

The materials maintain this structured progression across lessons. In Lesson 69, the Phonological/Phonemic Awareness Activity focuses on blending two phonemes to form a word, such as stretching and combining the sounds in *me*. In Lesson 99, the activity builds in complexity by introducing phoneme addition, guiding students to add /s/ to the beginning of it to form the word *sit*. This gradual increase in difficulty supports the development of foundational phonemic awareness skills over time.

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 teaching phonemic awareness, along with guidance for addressing common errors. In Lesson 55, the Phonological/Phonemic Awareness Activity focuses on blending three phonemes to form consonant blends, such as *str*. The teacher's note highlights that blending three consonant sounds may be challenging and recommends providing additional support when needed.

The materials also address common misconceptions about letter sounds. In Lesson 49, students identify the initial sound in words, such as *dance*, *desk*, and *day*. The lesson includes guidance to ensure students

pronounce the /d/ sound clearly and avoid adding an extra vowel sound, such as /duh/. This feedback helps reinforce accurate articulation and phoneme recognition.

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 early decoding. In Lesson 63, the focus is on the digraph *ck*. The materials prompt students to listen for the common final sound in words such as *sick*, *luck*, and *pack*. Using the word *pack*, the lesson guides students to unblend the word into individual sounds, count the phonemes, and then connect the sounds to the letters in the printed word, reinforcing basic decoding skills.

The materials also include explicit guidance for linking phonemic awareness to the alphabetic principle to support encoding. In Lesson 85, the Phonemic Awareness section introduces a routine where students segment words into individual sounds and use Letter Tiles to spell them. The activity uses the word *nap* and models placing one letter tile per sound—/n/, /a/, /p/—to show the connection between phoneme segmentation and basic spelling. This routine bridges oral sound skills with written letter representation, supporting early encoding 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 designed to develop and practice phonemic awareness skills. Lessons incorporate visual cards to represent phonemes and include kinesthetic routines such as "Show Me" and "Thumbs Up, Thumbs Down" to support identifying, blending, and segmenting sounds. Materials integrate tokens and Elkonin boxes for segmenting and blending practice. Lessons also include skywriting to connect letter shapes with sounds and worksheets to reinforce the connection between sounds and printed letters. Daily Phonemic Awareness activities follow a gradual release model, with guided instruction followed by student practice. For example, in Lesson 10, the materials include the "Picture Sort" game, where students categorize words such as *fan*, *fish*, *pet*, and *foot* by initial phonemes.

The materials provide intentional opportunities for cumulative review to reinforce phonemic awareness throughout the year. Each daily lesson begins with a Warm-Up that activates prior knowledge and reviews previously taught skills. In Lesson 67, for example, the Warm-Up includes alphabetizing practice, revisiting a skill introduced in Lesson 57. The *Teacher's Manual* also includes designated review lessons prior to each assessment. In Lesson 107, which precedes Assessment 9, the materials review key skills from previous instruction, including sound segmentation and manipulation with words containing initial

and final consonant blends. These review lessons include scripted routines for oral phonemic awareness and use repetition to support mastery.

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 kindergarten materials include a systematic sequence for introducing grade-level sound-spelling patterns as outlined in the TEKS. In the "Overview" in the *Teacher's Manual*, the Spelling Word Lists section states, "Words are arranged in the order that letter/letter clusters, sounds, and other concepts in each word are introduced, and lesson numbers indicate the lesson during or after which individual words may be used." The lessons present the words used in later sequences after teaching them first. For example, students learn individual letters first before students learn the syllable pattern VC (Lesson 4). Students learn to spell CVC and finally CCVC (consonant-consonant-vowel-consonant).

The materials follow a systematic sequence for introducing sound-spelling patterns, progressing from identifying individual letter sounds to decoding and spelling CVC, CCVC, and CVCC (consonant-vowel-consonant-consonant) words. Early lessons focus on consonant sounds and short vowels, while later units introduce blends and digraphs (e.g., *ch*, *sh*, *th*). The *Scope and Sequence* presents skills in a week-by-week progression, building from foundational PA to more complex spelling patterns. This sequence aligns with the TEKS expectation for kindergarten students to master VC and CVC patterns before moving to CCVC and CVCC.

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. For example, the exact procedure is printed on each card when the teacher presents a spelling card from the deck. Spelling Card 33 teaches the sound and spelling for the vowel digraph *oo*. The card explicitly gives directions for the teacher. Spelling Card 33 says, "Teacher, give the sound /ch/. Children echo the same sound. Articulation Support: Put your tongue in the middle of your mouth,

blocking the air. Then blow air out quickly to say /ch/." After Lesson 68, the teacher says, digraph *ch* while the teacher writes: *ch*. The same procedure is for each letter or letter combination.

The materials provide explicit, step-by-step guidance for teaching grade-level sound-spelling patterns in kindergarten. Each scripted lesson ensures accurate delivery of instruction. In Lesson 57, the teacher is guided through spelling the word *six* using visual prompts and oral cues. The script instructs the teacher to reference a picture of the number *six*, prompt students to repeat the /s/ sound, and write the corresponding lowercase letter on the line below the image. The same process is repeated for the sounds /i/ and /ks/. This routine is then applied to the word *van*, using consistent steps to reinforce sound-letter correspondence.

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 develop and practice sound-spelling patterns. Instruction is integrated through games, spelling cards, handwriting routines, and the New Increment section of each lesson. In Lesson 29, the focus is on the sound-spelling for the letter *k*. The lesson introduces words such as *kangaroo*, *kiss*, and *kitten* to highlight the initial /k/ sound. The script connects the /k/ sound to the letter *k* and includes an echo routine to reinforce the sound. Handwriting practice begins with skywriting to model letter formation, followed by guided print formation with step-by-step verbal cues. These structured routines build consistent sound-symbol correspondence.

The materials include activities and resources to reinforce sound-spelling patterns through cumulative review. Daily review includes spelling practice, dictation, games, and spelling card activities. In Lesson 29, the review uses Cards 13–16. Sounds such as /i/, /s/, /f/, and /r/ are reviewed, and the materials direct learners to name the letter and write the lowercase form. A Spelling Word List organizes review words by the order in which letters, sounds, and concepts are introduced, with lesson numbers indicating when each word is practiced.

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 a range of structured activities and resources to support decoding both in isolation and in connected text, building on previously taught content. Daily lesson components—including New Increment, Worksheets, Lesson Warm-Up, New Deck Cards, and Application and Continual Review—offer repeated opportunities to decode words in isolation. In Lesson 86, for example, decoding practice focuses on words such as *bloom*, *boot*, and *zoom* during instruction on the digraph *oo*. Decoding within

connected text is reinforced through Worksheets, Differentiated Lessons, Fluency Practice, and Decodable Readers. In Decodable Reader 10: *Spin to Win*, students apply knowledge of the /w/ sound and previously introduced letter-sound patterns while reading sentences like, "I love to spin," and "Wes's web was the best."

The materials include a variety of encoding activities that support word building in isolation and within connected texts. Encoding practice occurs through daily components such as Sound Spelling Review, Worksheets, and Boardwork. In Lesson 116, students encode digraphs including *oo*, *ee*, *sh*, and *ch* by echoing the given sound, identifying the corresponding letter, and writing their response on worksheets or in journals. Encoding within connected text is supported through resources like Fluency Reader 15: *The Big Fish*, which incorporates previously taught letter-sound patterns in decodable text. In Lesson 52, students read simple sentences and complete a drawing that corresponds to the sentence, reinforcing comprehension and encoding skills together.

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. Regular high-frequency words appear only after all letter-sound correspondences in the word have been taught. For example, *on* is introduced in Lesson 14 because *o* and *n* are first taught in that lesson. Lesson 19 introduces *sit*, *I*, *got*, *am*, *it*, *at*, *in*, *so*, and *him* because all letters in these words have been covered in earlier lessons. The *Scope and Sequence* outlines the order of letter introduction.

The materials include a systematic sequence for introducing irregular high-frequency words. Irregular words are introduced in order of frequency, with the most common words presented first. For example, *the* is introduced before *end*, *to*, and *of*. A complete list of introduced words is included 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)

The kindergarten materials include explicit (direct) guidance to teach decoding of regular and irregular high-frequency words. Scripted lessons introduce irregular high-frequency words as "temporary sight words" until all corresponding letters and sounds have been taught. Lesson notes and scripts explain that some words do not follow phonics rules and must be memorized. The materials include Fluency Word Lists that correspond to Fluency Readers. These lists build automaticity with high-frequency words through repeated practice.

The materials include explicit guidance to teach encoding of regular and irregular high-frequency words. Sight Word Practice pages on Flight provide letter formation and recognition activities for irregular high-frequency words. Sight Word Cards are introduced during lessons, and encoding is reinforced through oral spelling and writing practice. For regular high-frequency words, lessons include modeling and unblending. For example, Lesson 6 focuses on the word *go* after the sounds for *g* and long *o* have been taught. Vowel Rule Cards are referenced for additional support.

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 to develop skills to decode and encode regular and irregular high-frequency words. Scripted lessons in the New Increment and Spelling Sound Review sections introduce these words. For example, Lesson 13 introduces the irregular word *the* and the regular word *end*. The lesson explains that some words do not follow phonics rules and must be memorized. The materials provide Sight Word Cards for visual recognition and letter-sound analysis. Regular high-frequency words are introduced only after all required letter-sound correspondences are taught.

5.E.2d – Materials include a variety of activities and/or resources (including the use of memory-building strategies) for students to read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). (PR 2.A.1) (S)

The materials include activities and resources to practice skills to decode and encode regular and irregular high-frequency words. Practice activities are embedded in the Spelling Sound Review, *Student Workbook*, Sight Word Deck, and Sight Word Practice pages. For example, Sight Word Practice 3 includes tracing and writing activities for the irregular words *of*, *to*, and *the*. Regular high-frequency words such as *run*, *was*, *cut*, *what*, and *will* appear in Fluency Readers and Fluency Word Lists, including Fluency Reader 10.

The materials include activities and resources to reinforce skills to decode and encode regular and irregular high-frequency words through cumulative review. Decodable Reader 12: *Will She Tell?* reinforces irregular high-frequency words such as *what*, *said*, and *when*, along with regular words such as *big*, *it*, and *is*. Daily review of irregular Sight Word Cards is built into the phonics routine for continued reinforcement.