

Essentials Skills Software Inc.

English Phonics, 2

Super Phonics, Grade 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9781989886298	Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
37.96%	Noncompliant	Flags Not in Report	10	Flags Addressed	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	2 out of 28	7%
2. Progress Monitoring	9 out of 26	35%
3. Supports for All Learners	0 out of 27	0%
4. Phonics Rule Compliance	6 out of 31	19%
5. Foundational Skills	14 out of 125	11%

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	1	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	1
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	The materials do not include the Texas Essential Knowledge Skills (TEKS) or the English Language Proficiency Standards (ELPS).	2/4
1.1b	The materials do not include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days—165, 180, 210).	0/2
1.1c	The materials do not include a rationale for unit order or how concepts to be learned connect throughout the course.	0/2
1.1d	The materials do not include protocols with corresponding guidance for unit and lesson internalization.	0/2
1.1e	The materials do not include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.	0/2
—	TOTAL	2/12

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

The Essential Skills Super Phonics kindergarten materials provide a scope and sequence listing the ELAR concepts and skills taught throughout the program, including 1. alphabet, 2. consonants, 3. short vowels, 4. long vowels, and 5. consonant blends.

The scope and sequence is located in the "Assignments" section of the Teacher Dashboard.

The scope and sequence does not include any reference to TEKS or ELPS.

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

The "Using the Program" section of the Online Manual suggests using the materials for 20–30 minutes at least three times per week, but it does not guide pacing instruction across the academic year.

The materials do not provide teacher guidance on how to adjust the implementation based on different numbers of instructional days.

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

The kindergarten curriculum is divided into five main units accessible from the main menu. The materials lack a rationale for the sequence of the units.

The materials do not contain a documented rationale for the sequence of units or explain how concepts connect across the year.

The materials do not have documentation or instructional guidance to explain how concepts scaffold or how skills connect across different units within the program.

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

The "Assignments" section of the Online Manual states that each assignment includes specific modules for students to complete. Modules not included in the assignment are locked and shown in red.

The materials do not provide steps, protocols, or expectations to guide teachers in unit or lesson internalization.

The materials do not offer reflection questions, planning protocols, or lesson walk-throughs to guide instructional planning.

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

The materials provide instructional videos that focus on navigating the product and its technical functions.

The Online Manual provides instructions for logging in, accessing data, managing users, and assigning lessons, but it does not contain instructional leadership support.

The materials lack essential tools that instructional leaders need to support teachers with implementation. For example, they do not include protocols, coaching tools, observation guides, or professional learning resources.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	The materials do not include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach unit concepts.	0/2
1.2b	The materials do not contain support for families in both Spanish and English for each unit, with suggestions on supporting student progress.	0/2
—	TOTAL	0/4

1.2a – Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

The materials do not provide unit overviews explaining the unit's instructional significance or rationale for its progression.

The materials do not provide background information or explanations of key concepts, lists of academic vocabulary terms or definitions, or the instructional goals of each unit.

The kindergarten materials do not provide teacher-facing resources to deepen understanding of the content or instructional intent of the units.

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 include one introductory family letter in English and Spanish, located in the "Resources" section of the website.

The materials provide a general introductory letter to help families understand how to access the program from home.

The materials do not provide ongoing, unit-specific guidance for families to support student learning and progress.

The materials do not include communication tools or resources to maintain family engagement throughout the school year.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	The materials do not include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS and the ELPS).	0/8
1.3b	The materials do not include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.	0/3
1.3c	The materials do not include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	0/1
—	TOTAL	0/12

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

The program lacks comprehensive lesson plans containing objectives and guiding questions.

The scope and sequence lists skills but does not describe how to teach them through standards-aligned instruction.

The materials lack detailed teacher directions or instructional steps to guide lesson delivery and do not reference the TEKS or ELPS.

The materials do not contain explicit tasks or student-facing activities outlined in a day-by-day format.

The materials do not list required materials or resources to prepare teachers for instruction.

The materials do not include formative or summative assessments such as checks for understanding, exit tickets, or performance tasks.

1.3b – Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.

The materials do not include lesson overviews or materials lists, which makes teachers' daily preparation unclear.

The scope and sequence describes general skills but does not support lesson planning with timing or material preparation.

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

The materials provide printable worksheets and practice tools.

The materials include a spelling list generator for student word review but do not explain its use within instruction or independent practice. The materials do not guide teachers as to how or when to use them for extended practice, such as homework, enrichment, or review.

The materials do not include teacher-facing guidance on the appropriate timing of usage, pacing, or grouping when assigning worksheets for homework or extension activities.

2. Progress Monitoring

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

2.1 Instructional Assessments

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

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

The materials include pre-and post-assessments at the module level. The assessments are limited in type and format. The materials contain skills checks but do not include open-ended questions, performance tasks, or varied response formats. The materials do not include formative or summative assessments embedded within lessons.

The materials do not provide daily checks for understanding, exit tickets, or instructional decision-making tools directly connected to lesson-level instruction.

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

The materials define the purpose of pre- and post-assessments and explain how they are used to place students and track progress in the Online Manual and the Teacher Dashboard. The materials clearly state the use of assessments to individualize instruction and monitor student improvement.

The pretest is described as a placement tool for assigning instructional modules based on performance. Teachers access two pretest options: One stops after a failed item and assigns all subsequent modules, while the other tests all modules and assigns only those that have not been mastered.

The posttest is defined as a progress monitoring tool to measure growth over time.

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

The Teacher Dashboard provides steps for selecting students and assigning pre- or post-assessments. The materials do not provide administration protocols to ensure consistent implementation across classrooms. The materials do not provide guidance on testing conditions, group size, pacing, or support for diverse learners. The materials do not offer scripts, sample directions, or monitoring tips for administration fidelity. Instructional support is limited to the use of the platform.

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

The materials include diagnostic and post-assessments, which are program-driven.

Lesson objectives and assessment content are not connected.

The materials provide no evidence of alignment to the TEKS. The materials do not provide a crosswalk or mapping tool to show the alignment between assessments and grade-level standards.

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

The assessment materials do not reference Bloom's taxonomy, Webb's Depth of Knowledge, or other complexity frameworks.

Assessment items measure basic recall and skill identification and do not demonstrate progression in rigor or challenge over time.

Assessment items are uniform in format and do not contain multistep problems or items requiring application, analysis, or synthesis.

The materials do not provide TEKS-aligned assessment items.

2.2 Data Analysis and Progress Monitoring

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

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

The materials provide a teacher dashboard with reports, including skill, unit, mastery, hotspot, and pre- and posttest results. Teachers access performance data over time to monitor individual and class growth. The materials lack rubrics, exemplars, or frameworks to help teachers make data-informed instructional decisions.

The materials do not include specific guidance for interpreting student performance trends. The materials do not provide teachers support for using data to plan differentiated instruction or interventions.

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

The program displays performance data through reports.

The materials do not provide teacher guidance, instructional activities, or follow-up tasks for remediation or enrichment in response to assessment data.

The materials do not provide teachers with tools to assign differentiated instruction based on assessment data.

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

The materials include multiple reports that teachers can use to track mastery, activity performance, and growth over time.

Downloadable, printable reports are available for individual students or full class views.

The materials offer pre- and posttest comparisons, skill-based tracking, and progress monitoring.

Students receive visual rewards, such as stars, but cannot view their cumulative performance history. The materials do not contain a student-facing dashboard or tools to support self-monitoring, reflection, or goal setting.

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

Guidance marked with a (T) refers to teacher-facing components. Guidance with an (S) refers to student-facing components.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	The materials do not include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	0/3
3.1b	The materials do not include pre-teaching or embedded support for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	0/2
3.1c	The materials do not include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.	0/2
—	TOTAL	0/7

3.1a – Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

The program assigns activities automatically based on pre-test results when students score below 80 percent, but it does not include explicit teacher support. Teachers do not receive reteach lessons, instructional notes, or intervention strategies to address specific learning gaps. The materials do not include step-by-step scaffolds or guidance for adapting instruction to meet diverse learner needs.

3.1b – Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)

The program offers activities (such as letter/sound matching and word sorting) only after students complete assignments, rather than before exposure to new vocabulary.

The materials do not provide tools like vocabulary previews, in-text definitions, glossaries, or context clues to introduce or clarify unfamiliar words.

The materials do not support the introduction of academic vocabulary, figurative language, or idiomatic expressions within lessons.

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.

When students have mastered certain modules, the program locks them and does not offer enrichment tasks or advanced activities. Teachers do not receive resources or strategies to extend learning or deepen understanding for proficient students. The materials do not include opportunities for higher order thinking, problem-solving, or application beyond grade-level expectations.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	The materials do not support a variety of research-based instructional methods. Teachers do not receive guidance for explicit modeling, guided practice, or multisensory approaches.	0/4
3.2b	The materials do not include guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	0/2
3.2c	The materials do not support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.	0/3
—	TOTAL	0/9

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

The program relies on independent, self-paced computer activities without teacher-led modeling or demonstration. The materials do not provide teachers scripts, sample language, or detailed steps for introducing new concepts. The materials do not include visual or verbal modeling strategies to show how to apply skills.

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

The program focuses on self-directed online practice and does not address different delivery methods.

The program does not provide teachers with strategies for incorporating hands-on activities, discussions, or cooperative learning.

The materials do not include suggestions for adapting lessons to different classroom settings or student needs.

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 program emphasizes independent skill practice without offering guided or collaborative activities.

The program does not provide guidance on structuring whole-group, small-group, or individual practice sessions for teachers.

The materials do not include routines or recommendations for integrating various practice types into lessons.

3.3 Support for Emergent Bilingual Students

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

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

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

The program does not reference or align with the ELPS.

The program does not provide scaffolds, sentence frames, or language objectives to support teachers in developing students' academic language use.

The materials do not include differentiated strategies based on student language proficiency.

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

The program does not reference bilingual or ESL instructional models or frameworks.

The program does not provide scaffolds, sentence frames, or language objectives to support teachers in developing students' academic language use.

The materials do not include strategies for integrating language development with content instruction.

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

The program does not provide prompts or activities to help teachers build students' academic vocabulary or oral language skills.

The program does not include resources for connecting new learning to students' first language.

The materials do not support cross-linguistic analysis or structured opportunities for language transfer.

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

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

4. Phonics Rule Compliance

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

4.1 Explicit (Direct) and Systematic Phonics Instruction

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	The materials do not provide systematic instruction of phonics (sound-symbol correspondence) skills and present a scope and sequence.	1/2
4.1b	The materials do not include explicit (direct) and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills through decodable texts.	1/4
—	TOTAL	2/6

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

The program begins with alphabet instruction and progresses through consonants, short vowels, long vowels, and consonant blends.

The scope and sequence outlines the order in which students encounter phonics skills, ensuring consistent instructional progression.

Students engage with skill-based activities that gradually increase in difficulty to reinforce mastery.

The platform tracks student performance and requires 80 percent mastery of content before students progress to the next activity.

The platform does not show evidence that every student moves through a sequenced phonics skill progression from simple to complex; instead, the activities adapt to the results of the pre-assessment.

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

Students identify beginning and ending consonant sounds, work with blends and digraphs, and spell the sounds they hear.

The program offers digital activities such as "Hear and Match," "Word Match," "Rhyming Words," "Word Families," and "Spelling Bee" to explicitly target specific phonics skills in isolation.

Students practice skills until they demonstrate mastery, and the program uses visual feedback (e.g., gold stars) to show progress and motivate learners.

Teachers implement the program consistently (20–30 minutes, three times per week) to reinforce phonics instruction and provide ongoing practice opportunities.

The materials do not include decodable texts or passages, so students do not apply learned phonics skills in connected text or authentic reading contexts.

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

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

The program offers phonics activities in categories such as the alphabet, consonants, short vowels, long vowels, and consonant blends. Students complete tasks like Hear and Match, "Flash Cards," Word Families, Spelling Bee, and "Word Games" to reinforce phonics skills. The program structures the activities for independent completion without teacher-led modeling or instructional scripts. The materials do not outline daily lesson plans or pacing guides to support consistent delivery of direct phonics instruction. Teachers do not receive instructional guidance or modeled examples to demonstrate phonics skills for students.

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

The materials provide independent student activities with automated feedback.

The program displays color-coded progress bars and sound cues to indicate correct or incorrect answers. Students receive immediate automated feedback during each activity, which encourages them to retry tasks until they achieve mastery. The materials do not provide teachers with guidance for delivering corrective feedback during instruction. The materials do not offer daily lessons with explicit guided instruction for teacher-directed immediate or corrective feedback.

The program lacks structured lesson plans or opportunities for teachers to guide students through phonics instruction in real time. Teachers do not receive support to lead small-group or whole-group instruction or to adjust instruction based on student responses.

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

The materials provide multiple opportunities for independent phonics practice including Hear and Match, Word Match, Flash Cards, and "Sentence Building," which supports individual skill development. Students complete digital tasks independently and receive instant feedback to track progress and reinforce learning. The platform encourages repeated practice until students reach the required mastery threshold of 80 percent. Teachers assign activities through the portal and monitor student performance, allowing for targeted independent practice. The materials do not include group tasks, peer collaboration structures, or partner-based phonics routines to support collaborative learning.

The materials do not include daily lessons or a structured daily sequence to guide consistent phonics instruction.

4.3 Ongoing Practice Opportunities

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

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

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

The program allows students to revisit previously completed activities to reinforce phonics skills mastery. Students must reach an 80 percent mastery threshold to progress through modules, ensuring repeated exposure to core concepts. Activities target individual skills such as the alphabet, consonants, vowels, and blends. The materials do not include structured spiral review lessons or cumulative review checkpoints across units.

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

Students begin assignments based on pre-assessment results rather than prior direct instruction.

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

Students engage in isolated phonics activities, such as matching, spelling, and sound recognition.

The materials provide no decodable texts or passages for reading application.

The program lacks opportunities for students to apply multiple phonics skills in connected text.

There is no evidence of reading tasks that reinforce phonics patterns cumulatively over time.

The materials do not include decodable texts that support cumulative practice of previously taught phonics skills.

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

Students engage in isolated phonics activities, such as matching, spelling, and sound recognition.

The materials provide no decodable texts or passages for reading application.

The program lacks opportunities for students to apply multiple phonics skills in connected text.

There is no evidence of reading tasks that reinforce phonics patterns cumulatively over time.

The materials do not include decodable texts that support cumulative practice of previously taught phonics skills.

4.4 Assessments

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.4a	All criteria for guidance met.	2/2
4.4b	The materials include progress monitoring tools that do not systematically and accurately measure students' acquisition of grade-level phonics skills.	1/2
4.4c	The materials do not include assessment opportunities across the span of the school year, aligned to progress monitoring tools.	0/1
—	TOTAL	3/5

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

The materials provide a range of assessments suitable for kindergarten students to monitor their foundational reading development.

The materials contain pretests, posttests, and mastery checks. The materials contain integrated assessment tools that are automatically assigned to students based on their performance in the program. The content of the assessments focuses on letter recognition, sound blending, word families, and basic sentence reading, which is developmentally appropriate for kindergarten.

The assessment design reflects an appropriate level of difficulty and pacing for early learners.

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 with limited alignment to grade-level phonics expectations.

The Teacher Dashboard provides posttests, hotspot tracking, and mastery reports. Teachers track student progress over time through repeated assessments. The materials contain automated assessment tools that are updated in real time based on student performance. The assessment tools do not have precise alignment to grade-specific phonics TEKS or skills. The reports provide data but lack teacher interpretation support to ensure student phonics mastery.

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

Assessment tools are available throughout the year but the materials lack guidance to support teachers' consistent use over time.

Teachers assign pretests and posttests as needed. The program automatically tracks students' progress as they work through the curriculum. The materials do not contain a recommended pacing calendar or assessment schedule to provide teacher guidance on when or how often to assess throughout the year.

4.5 Progress Monitoring and Student Support

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.5a	The materials do not provide guidance for teachers to track individual student progress to make appropriate instructional decisions to accelerate instruction using included data-management tools.	0/1
4.5b	The materials do not guide teachers in analyzing class trends or adjusting instruction.	0/2
4.5c	The materials do not include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	0/2
4.5d	The materials do not include guidance on accelerating learning to master specific concepts based on progress monitoring data.	0/1
—	TOTAL	0/6

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

Individual student data reports are included but do not support teachers' instructional decision-making or acceleration.

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

The program allows teachers to view student data that show individual performance but not aggregated class-level trends or class-wide patterns that would support instructional planning.

The materials do not provide classroom data reports that highlight any shared strengths or needs.

The materials do not include tools to guide group interventions or instructional adjustments. Teachers must manually interpret individual data to infer class needs.

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

The materials do not provide pacing guidance or criteria for adjusting the frequency of progress monitoring.

The materials do not include a risk-based monitoring model or differentiate monitoring based on student need or proficiency. The materials do not support teachers in creating personalized monitoring schedules.

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

The materials provide performance data in reports but do not include action steps for addressing learning gaps.

The materials lack instructional guidance for using student data to accelerate learning or target mastery.

The materials do not include strategies for reteaching or skill recovery. The materials do not guide teachers on how to adjust pacing or grouping based on data. The materials do not offer support for prioritizing instruction tied to assessed concepts.

5. Foundational Skills

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

5.B Oral Language

5.B.1 Oral Language Development

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

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

5.B.1a – Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)

The program does not include explicit or systematic instructional guidance on developing oral language or oracy.

The program does not provide teacher guidance for modeling language or facilitating oral responses.

The program does not include guided practice activities to build speaking and listening skills.

The program does not offer opportunities for coaching or providing feedback to support oral language development.

The program does not include activities that promote student speaking, listening comprehension, or academic discussion.

The program focuses solely on independent phonics tasks without supporting oral language growth.

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

The program does not include opportunities for social or academic communication. The program does not provide tasks for oral discussions, collaborative work, or peer interactions. The program does not offer activities for communicating with different purposes or audiences or engage students in speaking, listening, or group communication activities. The program focuses entirely on independent digital practice without interaction.

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 program requires students to listen and repeat without interaction or questioning. The program does not include authentic opportunities for students to listen actively or ask questions and does not engage students in discussions to understand or share information and ideas. The program does not provide tasks for exchanging ideas or building meaning through conversation. The program focuses on individual practice and does not support social or collaborative learning.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	The materials do not explicitly (directly) and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding.	0/4
5.C.2b	The materials do not include teacher guidance to provide explicit (direct) instruction focused on connecting phonemes to letters within words, with recommended explanatory feedback for students based on common errors and misconceptions.	0/2
5.C.2c	The materials do not include decodable connected texts for students to develop, practice, or reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable words in context.	4/12
—	TOTAL	4/18

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

The program includes activities that allow students to practice identifying initial, blend, and final sounds in isolation.

The program includes "Word Maker" and Spelling Bee for isolated sound practice.

The materials do not provide explicit instruction with teacher modeling or clear step-by-step explanations for introducing letter-sound relationships.

The program does not include decodable text or sentence-level activities for decoding practice.

The program does not provide explicit tasks or instructions for students to encode words independently.

5.C.2b – Materials include teacher guidance to provide explicit (direct) instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

The materials include activities like Hear and Match and Word Maker for practicing phoneme-grapheme connections in isolation. The program does not include teacher modeling, step-by-step explanations, or scripts for connecting phonemes to letters. The program does not introduce letters in a systematic

phoneme-to-grapheme sequence; students can choose sounds in any order in Word Maker and "Sentences." The program does not require mastery before students move to new phoneme-grapheme connections. The program does not provide teacher guidance to identify or correct common student errors in phoneme-to-letter connections. The program does not include feedback strategies or explanations to address misconceptions; automated feedback only marks answers correct or incorrect. The program does not include diagnostic tools or reports to help teachers understand student error patterns.

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)

Word Maker, Spelling Bee, and Word Family program activities help students develop and practice decoding words in isolation. Students choose missing words to practice isolated decoding in Sentences activities. But the program does not include decodable connected texts, such as controlled passages or stories, for applying decoding skills in context. The program does not provide paragraph or sentence-level reading tasks that follow taught phonics patterns. The program does not guide students to transfer isolated decoding skills into extended connected reading practice. The program does not include cumulative review activities to revisit phonics patterns across multiple lessons.

The program does not provide spiraled review routines or checkpoints to reinforce decoding over time.

The program does not include teacher guidance or activities to assess and reinforce phonics patterns through cumulative review systematically.

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–2)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.1a	The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables).	0/2
5.D.1b	The materials do not include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions.	0/2
5.D.1c	The materials do not include a variety of activities and/or resources (including memory-building strategies) for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS (through cumulative review).	0/4
—	TOTAL	0/8

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

The materials introduce early phonological awareness activities, such as rhyming, beginning and ending sounds, and sound matching.

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 provide phonological awareness activities such as "Picture Match" and "Sound Matching" that target letter-sound identification.

The program offers immediate feedback when students respond incorrectly, using visual cues (e.g., red highlights) and audio prompts.

Activities allow students to receive simple reinforcement when they select correct answers, promoting independent practice.

Some tasks focus on distinguishing initial or final sounds, giving students a starting point for sound recognition.

The program does not include explicit modeling or direct instruction to teach phonological awareness skills.

The materials lack teacher guidance for scaffolding or addressing common misconceptions.

The program does not include prompts or explanations that help students understand why an incorrect answer is wrong.

The materials do not guide teachers to demonstrate how to produce or blend sounds through oral modeling.

The program does not include sample scripts, guided practice routines, or think-aloud strategies to support direct instruction.

The materials do not differentiate instruction or provide tiered supports based on student response patterns.

The platform does not offer guidance for reteaching skills when students consistently make the same errors.

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 Rhyming Words, Hear and Match, and Picture Match activities, which support the initial development of phonological awareness.

The program uses visuals, auditory cues, and interactive formats to engage students in identifying sounds and matching them to corresponding images or letters.

Practice opportunities allow students to strengthen basic phonological skills through gamelike elements.

Some activities encourage students to listen carefully and associate sounds with images, supporting auditory memory.

The program does not include instructional strategies that explicitly use memory-building techniques to support retention.

The materials lack a cumulative review system that systematically revisits previously taught phonological awareness skills.

The program presents activities in isolation without structured reinforcement or long-term skill integration across lessons.

The materials do not spiral phonological awareness skills across units or lessons to ensure repeated exposure and mastery.

The program does not offer progress monitoring tools that connect review to student performance on previously taught skills.

The materials do not include guidance for intentional reteaching or reinforcement of skills based on student need.

The program does not provide sequencing or pacing guidance for cumulative review of phonological awareness across the school year.

The materials do not include scaffolded review routines or multimodal supports (e.g., chants, mnemonics) to promote retention of phonological skills.

5.D.2 Phonemic Awareness (K–2)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.2a	The materials do not include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables.	0/3
5.D.2b	The materials do not include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions.	0/2
5.D.2c	The materials do not include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic decoding and encoding.	0/2
5.D.2d	The materials do not provide cumulative review opportunities to reinforce phonemic awareness skills across lessons.	2/3
—	TOTAL	2/10

5.D.2a – Materials include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes. (PR 2.A.1)

The materials include Word Maker and Hear and Match activities to support blending and segmenting.

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 offer letter-sound activities that promote student interaction and immediate response validation.

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)

Students complete activities that connect sounds to letters, such as Picture Match and Word Maker.

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)

Students engage in Hear and Match and Picture Match activities to build phonemic awareness.

The materials include digital games that promote blending and isolating phonemes.

The program supports phoneme identification through matching sounds to letters.

Activities allow students to practice new skills in multiple formats, including visual and auditory tasks.

The materials do not revisit previously taught skills through cumulative review structures.

The program lacks songs, poems, or stories that reinforce phonemic patterns across units.

Teachers do not receive review routines or spiral activities to strengthen long-term retention of phonemic awareness.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.1a	The materials do not include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS.	0/1
5.E.1b	The materials do not include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns.	0/1
5.E.1c	The materials do not include cumulative review opportunities to reinforce previously taught sound-spelling patterns.	2/3
5.E.1d	The materials do not include decodable, connected texts that build on previously taught sound-spelling patterns.	2/4
—	TOTAL	4/9

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

The materials present foundational phonics instruction that progresses from alphabet recognition to consonant blends.

Students interact with digital activities such as Word Maker, Spelling Bee, and Word Match.

Lessons focus on short and long vowel sounds, consonants, and blends to build early decoding skills.

The scope and sequence outlines broad skill areas aligned to beginning phonics instruction.

The materials do not clearly align sound-spelling pattern instruction to specific grade-level TEKS.

The sequence does not provide a clearly defined instructional path that builds from simple to complex patterns.

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

The program provides students with digital tasks that allow them to build and manipulate words.

Spelling Bee and Hear and Spell activities offer opportunities for student-led practice.

Students receive immediate visual and auditory feedback during word-building tasks.

The materials provide independent learning and repetition through interactive modules.

The materials do not include lesson plans, instructional scripts, or modeling tools for teachers.

Teachers do not receive guidance for pacing, scaffolding, or correcting misconceptions.

The program does not provide explicit, teacher-directed instruction for sound-spelling pattern delivery.

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 digital activities such as Word Maker, Spelling Bee, and Word Families.

Students explore patterns in short vowels, long vowels, blends, and digraphs through game-based tasks.

Activities provide opportunities to develop and apply foundational phonics skills.

The program does not provide structured opportunities to review sound-spelling patterns cumulatively.

The materials do not spiral or revisit previously taught phonics content across units.

Teachers do not receive guidance or resources for implementing review routines or reinforcement strategies.

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)

Students engage in Spelling Bee, Hear and Spell, Word Families, and "Typing" activities, which support word reading and spelling.

The program includes sentence-level activities that help students decode by identifying missing words.

Activities allow students to apply phonics knowledge to word construction in isolation. Students encounter a range of phonics features such as CVC words, digraphs, and blends in interactive tasks.

The materials do not include decodable, connected texts to support application in authentic reading contexts.

Students are not provided with passages, stories, or cumulative texts to reinforce previously taught phonics patterns.

Sentence-level tasks are limited to isolated fill-in-the-blank formats rather than full text integration.

5.E.2 Regular and Irregular High Frequency Words

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.2a	The materials do not include a systematic sequence for introducing regular and irregular high-frequency words.	0/2
5.E.2b	The materials do not include teacher guidance to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words.	0/4
5.E.2c	The materials do not include a variety of activities and/or resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words through cumulative review.	0/12
5.E.2d	The materials do not include a variety of activities and/or resources (including the use of memory-building strategies) for students to read and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts).	0/4
—	TOTAL	0/22

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

The program offers word-reading activities such as Flash Cards, Word Match, and word games (e.g., "Jumble" and "Concentration"). The materials allow students to recognize and spell common words within isolated practice sessions. The platform includes some exposure to high-frequency words within vowel and word family groupings. The scope and sequence outlines general phonics progression but does not detail instruction for high-frequency word introduction. The materials do not differentiate between decodable and nondecodable high-frequency words. The program lacks a structured word list, pacing guide, or teaching sequence for regular and irregular high-frequency words. The materials do not provide a systematic and explicit progression for introducing high-frequency words aligned with TEKS expectations.

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 program provides digital tasks like Flash Cards and Word Match for student practice in decoding high-frequency words.

Sentence-level fill-in-the-blank activities support isolated word identification, not instructional modeling.

The materials do not include scripts, sample lessons, or modeling routines for teachers.

The program lacks teacher-facing guidance for teaching decoding and encoding of high-frequency words.

The materials do not offer explicit instructional strategies to distinguish between regular and irregular high-frequency words.

The program does not address common student errors or provide feedback strategies for instruction.

The materials do not provide teacher scaffolds or support for delivering systematic high-frequency word instruction.

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

The program includes activities such as Flash Cards, Word Match, and sentence completions for skill exposure.

Students receive limited isolated practice with high-frequency word recognition.

The program does not distinguish between regular and irregular high-frequency words during activities.

The materials lack a cumulative review system to reinforce previously taught words over time.

The activities do not build upon each other in a spiral or scaffolded fashion.

The program does not provide varied or multimodal resources to support memory and mastery.

Students do not encounter explicit opportunities to develop encoding skills for high-frequency words through repeated review.

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

The program provides digital word-reading and spelling activities such as Flash Cards, Word Match, and Spelling Bee. Students engage in isolated word practice through typing, matching, and sentence completion tasks. The materials focus on visual and auditory exposure but do not support retention with memory-building strategies. The program does not include connected decodable texts for authentic practice with high-frequency words in context. Sentence activities rely on cloze procedures rather than structured writing or reading experiences. The materials do not guide teachers in modeling or reinforcing

high-frequency words in meaningful connected text. The program does not provide opportunities to transfer high-frequency word knowledge to authentic reading or writing tasks.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.3a	The materials do not include a systematic sequence for introducing grade-level syllable types and syllable division principles as outlined in the TEKS.	0/2
5.E.3b	Materials do not include teacher guidance to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode words.	0/8
5.E.3c	The materials do not provide spiral or scaffolded reinforcement of decoding and encoding skills across lessons or units.	2/12
5.E.3d	The materials do not provide cumulative or connected text activities that apply syllable types and division principles in context.	0/8
—	TOTAL	2/30

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

Students interact with short and long vowel patterns, such as VCe and closed syllables, in spelling activities. Word Maker and Spelling Bee offer foundational practice with one and two-syllable words. Students blend sounds to read and spell multisyllabic words in isolated activities. The materials do not identify or explicitly teach the six syllable types.

The materials provide indirect exposure to syllable-related content through word-level decoding tasks but do not include a systematic sequence for introducing grade-level syllable types and division principles as outlined in the TEKS. The teacher materials lack guidance, pacing, or routines aligned to the TEKS for systematic instruction.

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

The materials present opportunities for students to build words using individual phonemes.

Activities such as Word Maker and Word Families prompt students to manipulate sounds and spell simple words.

Students decode and encode words with varying syllable patterns during isolated spelling tasks.

The program exposes students to multisyllabic words through interactive tools.

The teacher materials do not include direct guidance or routines for teaching syllable types.

The program lacks teacher guidance in the form of modeling, sample words, and strategies for teaching syllable division principles.

The materials do not support teachers in explaining how syllable knowledge helps with decoding and encoding.

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

The program includes interactive activities like Word Maker and Typing that allow students to build and spell words. Students engage in decoding and encoding one-syllable and multisyllabic words through visual and auditory tasks. Sentence-based activities give students isolated opportunities to determine missing words using decoding skills. The platform provides word-level practice across multiple modules. The materials do not include a cumulative review system to revisit previously taught skills systematically. The program does not spiral decoding and encoding instruction across lessons or units. The teacher resources lack structured reinforcement of syllable-based skills through long-term, scaffolded practice.

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

The materials include Spelling Bee and sentence-level activities in which students decode and encode words in isolation. Students complete spelling tasks that build awareness of word structure and phoneme blending. The program offers interactive games that allow students to manipulate word parts and practice spelling. Students have some exposure to multisyllabic words through repeated isolated practice. The materials do not include decodable connected texts that reinforce syllable-based decoding in context. The program does not provide cumulative practice aligned with previous syllable instruction. The teacher resources do not guide students in applying syllable types and division principles during reading tasks.

5.E.4 Morphological Awareness (1–3)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.4a	The materials do not include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS.	0/1
5.E.4b	The materials do not include teacher guidance to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension.	0/4
5.E.4c	The materials do not include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level morphological skills through cumulative review.	0/3
5.E.4d	The materials do not provide activities or resources for decoding and encoding words with morphemes in isolation or in connected texts that build on prior instruction.	2/4
—	TOTAL	2/12

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

The materials expose students to base words in some spelling and sentence-level tasks.

Students read and spell words that sometimes contain morphemes, such as inflectional endings.

The platform presents phonics-focused tasks with some embedded morphemic patterns.

The sequence of instruction highlights phoneme-grapheme correspondences.

The materials do not provide a systematic sequence for introducing prefixes, suffixes, or root words. The scope and sequence does not outline how or when to teach morphemes by grade level. The program does not include guidance for explicitly developing students' morphological awareness.

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

The materials include word-building activities in which students encounter base words.

Students read multisyllabic words that occasionally contain common morphemes.

Sentence activities provide exposure to whole-word meaning and usage.

The platform supports decoding and encoding practice using isolated words.

The materials do not guide teachers in delivering direct instruction on prefixes, suffixes, or roots.

The program does not include instructional routines or sample lessons for teaching morphemes.

The teacher-facing content lacks guidance for explaining how morphemes impact comprehension or word structure.

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

The program includes word recognition and spelling tasks with simple word families.

Students spell and read regular words in isolated formats.

The platform provides repetition through phonics-based games and sentence fill-ins.

Sentence-level activities encourage students to apply basic word structure understanding.

The materials do not include targeted activities to teach or practice prefixes, suffixes, or roots.

The program does not include cumulative or spiraled review of morphological elements.

The materials do not help students build long-term mastery of morphemes through structured reinforcement.

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

The materials provide isolated spelling activities such as Spelling Bee and Word Maker.

Students spell and type words that occasionally contain morphemes. The program offers visual and auditory practice for decoding words in isolation.

Students engage in sentence tasks that require basic decoding to complete a thought.

The materials do not clearly identify morphemes in isolation or word lists.

The program does not include connected texts that allow students to apply morpheme knowledge in context.

The materials do not support cumulative application of morphemes across texts or tasks.