

Hand2mind, Inc.

English Phonics, 1

Guided Phonics + Beyond Focus Lessons–Grade 1

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798899380280	Both Print and Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Compliant	Flags Not in Report	15	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	20 out of 28	71%
2. Progress Monitoring	23 out of 26	88%
3. Supports for All Learners	17 out of 27	63%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	84 out of 108	78%

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	The materials include a pacing guide, but do not include pacing guides for various instructional calendars.	1/2
1.1c	All criteria for guidance met.	2/2
1.1d	All criteria for guidance met.	2/2
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	9/12

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

The *Hand2Mind Guided Phonics + Beyond* materials include a scope and sequence by unit, outlining the Texas Essential Knowledge and Skills (TEKS) alignment, English Language Proficiency Standards (ELPS), and the concepts taught in the course for grade 1. For example, in Unit 4, "CVCe Words long o_e," the skill is to add, delete, and substitute sounds. In the following two columns to the right of the skill, the TEKS and ELPS are listed as aligned within the lesson.

The *Guided Phonics + Beyond Implementation Guide* includes a year-long scope and sequence across seven units. These units introduce, practice, and expand skills in phonological awareness, phonics, and decoding fluency.

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 *Implementation Guide* provides detailed pacing guidance for grade 1.

The suggested pacing guide outlines unit durations for each grade level. The materials do not include various instructional calendars. For example, the materials suggest that grade 1 allot one day per lesson for Units 3–6, resulting in 150 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 materials include a unit order rationale and provide an intentional purpose for each unit. The rationale explains the connection between concepts learned throughout the course. For example, the blending and decoding skills introduced in Units 2 and 3 are extended through CVCe patterns in Unit 4 and long-vowel teams in Unit 6.

The "Unit Order Rationale" section emphasizes that lessons should be taught in the order provided, as it follows a research-based scope and sequence.

The materials are designed to be used sequentially, following a progression of foundational literacy skills that increase in complexity as students move through each unit. In grade 1, the materials progress to digraphs and beginning blends, which connect to prior learning in Units 1 and 2.

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

The *Implementation Guide* includes a "Lesson Design and Structure" section outlining daily instructional components, including materials, tasks, explicit instruction, and supporting resources.

In Unit 5, the "How to Use Lesson Plans" section describes each lesson component. This includes objectives, warm-up activities, word mapping, skill-based vocabulary, and application tasks, as well as hyperlinks to digital resources when applicable.

Unit 3 includes a "Table of Contents" that provides teachers with an overview of the instructional sequence. The overview supports the internalization of the lesson progression with the end of the unit in mind.

The materials include corrective feedback protocols and assessment checkpoints embedded in structured phonics routines. The materials also include a glossary of manipulatives with visual and descriptive references to support preparation.

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

The materials provide teacher-facing supports such as in-person training and on-demand webinars. They do not include leader-facing guidance to assist with implementation planning, observation, or coaching.

There is no evidence of professional development resources or implementation protocols tailored for instructional leaders to ensure that materials are used as designed.

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.

Each unit includes a comprehensive overview that provides background content knowledge and academic vocabulary. For example, Unit 1 states, "Unit 1 establishes the foundation for literacy by introducing phonemic awareness, letter recognition, and handwriting skills." The *Implementation Guide* features a "Unit by Unit Academic Vocabulary" section that lists and defines key terms for each unit. In Unit 4, for instance, the term *decode* appears in bold font and is defined as "the process of applying phonics skills to read words." A clear example is also included. Glossaries and vocabulary lists are embedded within the units to support teacher understanding and reinforce the use of instructional terms during the lessons.

Each unit provides vocabulary support and a unit overview. However, the overviews do not consistently include enough background content knowledge or explain how unit concepts connect across the year. For example, the Unit 2 overview does not reference foundational learning from Unit 1 or give a preview of the skills introduced in Unit 3.

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 supports for families in English and Spanish for each unit with suggestions on supporting the progress of their student(s). For example, in Unit 3, the home connection for lessons 1–5 provides definitions and examples for skills such as "digraphs, heart words, and Phonemic Awareness."

The materials include the sounds, sample words, and sample phrases such as /sh/, *wish*, and *I wish I had a dog*.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	The materials include detailed, structured lesson plans with clear objectives, tasks, questions, and materials aligned with the TEKS. The materials do not reference the ELPS (2024). The materials do not include language objectives, questions to promote language use, and assessment guidance for content mastery.	5/8
1.3b	The materials include a lesson overview listing the teacher and student materials needed to deliver each lesson effectively. The materials do not include suggested timing or time allocations for each lesson component.	2/3
1.3c	The materials do not include embedded suggestions in daily lessons.	0/1
—	TOTAL	7/12

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).

Each lesson includes a stated objective, required materials, and tasks for content mastery. Lesson 4.1 includes questions during "Warm-Up" and "Phonics Introduction," "Word Mapping," and independent tasks to reinforce phonics skills. Language objectives are not explicitly stated, and no questions or tasks are designed to promote language use aligned to ELPS. The "Assessment" component provides clear parameters for each unit. In Unit 2, the "Assessment Parameters for CVC Words" include a detailed checklist. This checklist helps teachers review student performance in phonemic awareness, letter sounds, decoding, encoding, writing CVC words, and recognizing irregular high-frequency words.

The lessons do not include instructional assessments that explain how student mastery will be assessed within the lesson. ELPS are referenced only in the "Scope and Sequence," not within daily lesson plans. The 2024 ELPS revisions are not reflected.

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 lists teacher and student materials needed to deliver instruction. This list includes resources such as a phoneme phone, a mirror, decoding sheets, and sound cards. Some items are marked as teacher-provided or included with the program. The materials section also includes a glossary of manipulatives (e.g., in Unit 4), which supports teacher awareness of the tools needed throughout the unit. The lessons include general guidance on the number of days needed to complete each unit, but do

not provide specific time recommendations for each lesson component. In the Unit 4 "Introduction," the materials state, "Unit 4 includes 25 two-part lessons." The guidance explains that teachers may choose to combine both parts of each lesson, allowing them to complete the unit in 25 instructional days.

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

The "Supporting All Learners" section of the *Implementation Guide* describes possible enrichment ideas such as advanced word-building and higher-order phonics pattern analysis. These enrichment ideas are not connected to specific lessons. Daily lesson plans do not include sections for enrichment, extension, or at-home practice guidance. Unit 4 does not reference these types of activities in its structure. Decodable passages are sometimes included in the second part of a lesson. The lessons do not provide guidance for their use as structured homework or differentiated enrichment.

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 summative assessments at the lesson level. The assessments provided do not vary in task types or question formats.	7/9
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	The materials do not include instructional assessments that include TEKS-aligned items at more than two levels of complexity.	1/2
—	TOTAL	18/21

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 diagnostic, formative, and summative assessments at both the unit and lesson levels. The *Assessment Guide* contains pre-assessments, post-assessments, and unit-based "Mastery Assessments." For example, in Unit 4, students complete tasks such as identifying and manipulating vowels and sounds, decoding and encoding CVCe words, and identifying irregular high-frequency words.

Formative assessments are embedded in daily lessons and use varied tasks. For instance, in Lesson 5.1, students engage in "Say It, Tap It, Map It, Write It," dictation, and independent practice to demonstrate skills like identifying blends (-pt, -lm, -ct, -xt), decoding, and encoding. Teachers assess learning through student responses and hands-on activities such as building words with magnets.

Unit 3 includes a variety of diagnostic tasks in the pre-assessment such as phoneme addition and syllable counting. The "Mastery Assessment" is used as a summative tool. It measures phonemic awareness, decoding, and encoding through a range of task types and formats.

The "Teacher Guide" and "Assessment Guide" for each unit include both structured routines and assessment formats. Examples of routines are We Do, You Do, and Word Chaining. Assessment formats include oral responses, sound manipulation, and written encoding.

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

The materials define diagnostic, formative, and summative assessments in the *Assessment Guide* and unit "Teacher Guides." For example, the *Assessment Guide* states that diagnostic assessments are the pre- and post-tests used to determine students' instructional entry points and inform lesson pacing and grouping.

The *Assessment Guide* describes formative assessments as "Quick Checks" that are part of daily instruction. These checks are informal assessments used in real-time to guide teaching and adjust support. The checks assess skills such as blending and phoneme manipulation.

The materials identify summative assessments as unit-level "Mastery Assessments." These assessments confirm that students have learned the phonics skills taught in the unit. The "Mastery Assessments" also help teachers report student progress and plan future instruction.

The "How to Use Assessments" section in each unit explains the types of assessments and gives guidance on how to use them. For example, the section shows how pre-assessments help find skill gaps, group students, and adjust pacing. The section also explains how post-assessments measure student growth over time.

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

The materials include teacher-facing scripts for each part of the "Mastery Assessments" to support consistent test administration. For example, in Unit 4, the script says, "Substitute the short *a* with long *a*. What is the new word?" This script provides teachers with clear and consistent language to use when assessing phoneme substitution.

The *Assessment Guide* includes step-by-step administration directions, observation tools, and "Assessment Parameters" that outline performance thresholds and mastery expectations. These tools guide accurate scoring and interpretation.

Each "Mastery Assessment" includes a student recording sheet, an answer key, and a teacher reflection form. These tools help teachers collect accurate data and make informed instructional decisions.

Daily lesson routines such as Say It, Tap It, Map It, Write/Build It include scripted instructions. These scripts help teachers provide clear directions and maintain consistent and accurate formative assessments.

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

The materials provide diagnostic assessments as both pre- and post-tests. Each assessment aligns with the phonics objectives and TEKS for the unit. For example, in Unit 2 (TEKS 1.2A–B and 1.2F), the materials assess phoneme identification, blending, and isolation to match the unit goals.

Formative assessments appear in daily lessons and match the specific lesson objectives. In Unit 3, Lesson 8.2, the materials provide structured practice with words containing the /sh/, /th/, and /ch/ sounds. Instructional routines such as Say It, Tap It, Map It, Write It and Word Chaining are embedded to support and assess phoneme-grapheme correspondence. These components are aligned with the TEKS-based lesson objectives.

Summative assessments, titled "Unit Mastery Assessments," are included at the end of each unit to measure content mastery aligned to the unit's instructional goals. For example, Unit 4's assessment focuses on substituting and changing phonemes to make new words. The assessment content aligns with the specific skills outlined in the *Implementation Guide*.

Some assessments do not include the TEKS directly in the evaluation. The *Implementation Guide* and *Curriculum Continuum* illustrate how each assessment aligns with the TEKS and unit objectives. This alignment helps teachers maintain focused and consistent instruction.

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

The materials include assessments aligned to the TEKS that demonstrate a progression of complexity within units. For example, Unit 2's "Mastery Assessment" (aligned to TEKS 1.2A, 1.2B, 1.2F) begins with phonemic awareness tasks such as identifying and repeating sounds, then progresses to isolating and manipulating sounds, decoding CVC words, and reading sentences. The pre- and post-assessments in the Unit Guides include tasks with different levels of difficulty. For example, Unit 2 presents tasks that range from simple sound recognition to more complex skills such as reading irregular words and complete sentences.

The materials do not identify the cognitive complexity of each item or connect tasks to specific levels of complexity.

Reviewers note that, although the tasks vary, the assessments do not consistently show two or more clear levels of cognitive complexity.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	All criteria for guidance met.	2/2
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
—	TOTAL	5/5

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

The materials include instructional assessments that help teachers interpret student performance. The "End of Unit Reflection" includes skill categories such as identifying long and short vowels and decoding and encoding CVCe words, and provides note-taking sections to document student learning outcomes.

The materials include scoring guidance outlining performance thresholds. The "Assessment Parameters" in each unit define expectations such as "80% success rate" and offer next-step recommendations based on assessment data.

The materials include guidance statements such as, "Under 80% . . . begin in Unit 4. If 95% or over . . . progress to Unit 5," helping teachers determine instructional placement.

The materials guide teachers to interpret assessment results using phrases such as *assess student mastery*, *identify students who require additional scaffolding*, and *adjust small-group instruction and intervention*.

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

The materials include "Assessment Parameters" that guide teachers to respond to student data trends with specific instructional adjustments. For example, in Unit 3, teachers are directed to analyze decoding, encoding, and writing of blend words.

The materials provide corrective feedback guidance by skill area in the *Implementation Guide* such as breaking down phonics elements or targeting decoding skills based on observed needs.

The *Implementation Guide* includes sections like "Instructional Corrective Feedback" and "Corrective Feedback by Skill Area" that recommend strategies aligned to unit objectives and individual performance.

The materials prompt teachers to interpret student observations and adjust instruction in areas such as phonemic awareness, high-frequency word recognition, and phonics application.

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 teacher-facing tracking tools such as note-taking sheets in the *Assessment Guide* to document observations, responses, and areas of difficulty.

The materials provide a student data tracker that allows students to monitor performance and set learning goals. The form includes sections for goal setting, skill focus, and next steps.

Each unit includes pre- and post-assessments that allow teachers to identify starting points and measure growth over time. Teachers can use designated spaces to record notes and instructional plans.

The materials include end-of-unit reflections and performance rating scales using terms such as *Not Mastered*, *Approaching*, and *Mastered*.

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 guidance for paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	2/3
3.1b	The materials do not include preteaching or embedded supports for unfamiliar references in text (e.g., figurative language, idioms, academic language).	1/2
3.1c	The materials do not include teacher guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills.	1/2
—	TOTAL	4/7

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 provide teacher guidance for instruction, activities, and scaffolds for content and skills for students performing at grade level.

The materials include teacher guidance for differentiation instruction and activities for students who have not yet reached proficiency on grade-level content and skills. For example, on page 6 of the *Implementation Guide*, the lesson and skill of the /sh/ sound provides an activity for "sound discrimination support" and "guided word mapping."

The "sound discrimination support" tells the teacher what to do (e.g., write *fish* and *sat*), and what to say (e.g., say, "decode each word").

The materials do not include paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

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 *Implementation Guide* includes a "Unit-by-Unit Vocabulary" section that provides teacher-facing pre-teaching support for academic vocabulary introduced throughout the program. For example, in Unit 4, the term *long vowel* is defined as "a vowel that matches its letter name (e.g., *a* in *cake*, *o* in *rope*)." In Unit 3, the guide defines instructional terms such as digraph ("two letters that represent a single sound, e.g., 'sh' in 'ship'") and open syllable ("a syllable that ends in a vowel, where the vowel makes a long sound, e.g., *go*, *hi*"). These supports are intended to prepare teachers for lesson delivery but are not directly accessible to students. The materials do not include embedded supports within lessons or texts to help students understand unfamiliar references in text, including figurative language, idioms, or complex academic language.

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 do not provide unit- or lesson-level guidance for teachers to differentiate specific unit or lesson content instruction for students who have demonstrated mastery of the grade level of that specific unit or lesson's content.

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 *Implementation Guide* includes a "Lesson Design and Structure" section outlining lesson plan components to provide guidance to support teacher understanding of explicit instruction components and daily tasks. Guidance on the I Do portion of lessons states, "The teacher models the new phonics skill explicitly, using direct instruction and guided demonstrations."

Unit materials provide explicit teacher guidance through explanation of concepts students will learn in a unit introduction. For example, the Unit 4 "Introduction" outlines the introduction of CVCE words, explains the routines used to teach CVCE words throughout the unit, and includes specific guidance on phonemic awareness instruction at the phoneme level to identify, add, and manipulate phonemes.

The materials include explicit prompts that guide modeling and explanation of concepts in grade 1. Each unit features scripted instructional language marked in bold with the label "Say," providing detailed language for lesson delivery. For example, in Unit 3, Lesson 5.1, the "Skill-Based Sound Introduction" includes a prompt identifying the initial sound in *shark* as /sh/, linking it to the spelling *sh*, and includes a follow-up question to reinforce the connection: "What sound do we hear at the beginning of *shark*?" (/sh/).

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

The *Implementation Guide* provides guidance for the use of a variety of instructional approaches for each lesson component. For example, handwriting instruction incorporates handwriting stroke verbal guidance, skywriting, letter tracing pads, handwriting sheets; and phonological awareness instruction includes instructional approaches such as clapping syllables, playing rhyming games, and using Elkonin boxes for sound segmentation/manipulation.

The *Implementation Guide* states the program includes visual supports (letter-sound anchor charts, color-coded phonics support, decodable texts with a picture), auditory reinforcement (word blending, oral language activities, phonemic awareness drills), and tactile and kinesthetic engagement (Elkonin boxes, air writing, letter tiles, magnets).

Unit materials include a "Glossary of Manipulatives" outlining various lesson facilitation tools that provide a variety of instructional approaches such as Decodable Strips, Word Cards, Pocket Chart with grapheme cards, Word Work Mats, Magnetic Dry-Erase Activity Trays, Phonics Word-Building Magnetic Tiles, and more.

The materials include explicit teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. For example, Unit 4, Lesson 3.1 leads teachers to utilize a hands-on manipulative approach during the "Skill-Based Phonemic Awareness Warm-Up" as students repeat a base word, add a new letter/sound tile at the beginning of the base, and create a new word by saying the new phoneme in conjunction with the original base word.

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 *Implementation Guide* outlines multiple types of practice, including guided, independent, and collaborative activities. It also describes recommended structures such as whole-group, small-group, and individual practice. The "Lesson Design and Structure" and "Instructional Methods" sections explain the We Do and You Do lesson components, which follow a gradual release model. Lessons begin with direct instruction and include guided practice, followed by independent application.

The "Guided Feedback Procedures" section connects each practice routine with a recommended structure. This section states that the routines serve as a consistent instructional framework for whole-group instruction, targeted practice, intervention, and independent work. For example, the Phrase Reading Practice routine includes instructions for independent, partner, and choral reading. The You Do section of the Skill-Based Phonics Review routine prompts independent word reading and blending.

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	The materials do not include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, and building background knowledge through oral and academic discourse.	1/8
3.3d	This guidance is not applicable to the program.	N/A
—	TOTAL	4/11

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 *Implementation Guide* includes guidance on providing linguistic accommodations for various levels of language proficiency, as defined by the ELPS. This guidance appears in the "Emergent Multilingual Support" section and is designed to support the use of increasingly academic language.

The section outlines strategies for beginning proficiency levels, including visual supports (e.g., pictures, gestures, real-life objects), explicit articulation modeling (e.g., mouth placement and airflow), extended modeling time, and total physical response to reinforce sound-symbol associations.

For intermediate proficiency levels, the section recommends structured sentence frames, choral reading and repetition, explicit instruction in high-frequency words (including decodable and irregular words), and home-language comparisons to support phonemic awareness and sound transfer.

The section also includes guidance for advanced and advanced high-proficiency levels, though fewer specific examples are provided.

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

The *Implementation Guide* outlines generalized multilingual classroom strategies for pull-out or inclusion models in the "Implementing Guided Phonics + Beyond in Multilingual Classrooms" such as using repetition and predictable routines. It also provides additional wait time and scaffolds instruction with visuals, but does not embed these strategies into the lesson plans or provide specific skill-based support for teachers to effectively use the materials to support bilingual/English as a Second Language (ESL) students. The *Implementation Guide* includes a section titled "Guided Strategies to Support Emergent and Developing ELs" beginning on page 52. This section includes specific guidance such as cognate support, consonant-sound introduction, and short-vowel instruction.

The materials include routines that support teachers in effectively using the materials in bilingual and ESL programs. For example, the materials state "support emerging English learners with a brief small-group preview before independent work" for the Independent Practice routine.

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 *Implementation Guide* includes general strategies for supporting emergent bilingual students in the "Emergent Multilingual Support" section. These include visual supports, sentence frames, bilingual word banks, and structured oral language activities. While these strategies align with general language support, they are not embedded in daily lessons.

The materials include a supplemental document that describes strategies for supporting emergent bilingual students with cross-linguistic connections such as "emphasizing consonant sounds common to both English and Spanish" and "comparing English and Spanish digraphs and spelling patterns."

The materials do not provide embedded guidance to support the development of academic vocabulary, increase comprehension, or build background knowledge through oral or written discourse. In Unit 5, as in other units, there are no lesson-level prompts, scaffolds, or instructional routines that guide implementation of these supports during core instruction.

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 phonics instruction aligned with the structured scope and sequence. In Unit 2, Lesson 1.1, the teacher instructions focus on building CVC words using short-vowel /a/ and consonant /t/, following the description of a structured routine with review, teacher modeling, guided blending, and application.

The materials include sequenced phonics instruction with increasing complexity across units. For example, Unit 3 introduces digraphs and blends, and Unit 4 progresses to CVCe words. Also, Unit 5 focuses on ending blends and *r*-controlled vowels, and Unit 6 includes long-vowel patterns.

The "Unit Order Rationale" explains that phonics instruction begins with letter-sound knowledge and gradually advances to decoding and encoding words with more complex phonetic patterns. It also notes that the phonics progression follows a research-based scope and sequence.

The *Implementation Guide* describes how each new skill builds on prior learning using an intentional progression supported by pacing guidance and explicit learning targets across lessons.

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 practice opportunities in isolation and through decodable texts. In Unit 3, Lesson 1.1, the instructional routine emphasizes decoding /sh/ words using word cards during the You Do component and reading a decodable passage aligned to the /sh/ pattern during "Independent Application."

Unit 3, Lesson 2.1 includes a We Do component of the lesson that focuses on decoding *wish* and *dish* to practice words with /sh/. The You Do component of the same lesson includes a script to prompt students

to practice decoding *fish* and *rash* on their own. This lesson also includes two decodable passages that align to the phonics skill called "Did you get your cash?" and "I did not like the fish dish" in the "Independent Application."

The materials include ongoing practice across lessons through "Quick Checks" and decodable passages. For example, Unit 4, Lesson 6.2 includes a decodable phrase "I shine the tile," reinforcing *i_e* and the digraph /sh/ from Unit 3.

The materials use routines such as Say It, Tap It, Map It, Write It decoding sheets, and high-frequency word integration as ongoing phonics practice with previously taught and current skills.

4.2 Daily Instructional Sequence and Routines

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.2a	All criteria for guidance met.	1/1
4.2b	All criteria for guidance met.	3/3
4.2c	All criteria for guidance met.	4/4
—	TOTAL	8/8

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

The materials include daily explicit phonics instruction with teacher modeling. In Unit 4 Lesson 9.1, the I Do section provides a script to model adding /b/ to *ride* to form *bride*.

In Unit 4, Lesson 12.1, the script prompts the teacher to model how to build words with the long vowel /i/. The script also includes a sentence to explain to students how vowel patterns affect pronunciation and spelling within the "Skill-Based Phonics Instruction" section.

The *Implementation Guide* states that lessons follow the I Do, We Do, You Do model and encourages modeling of correct responses and articulation of sounds to support student mastery.

In Unit 4, Lesson 5.1, the script prompts the teacher to model long *i* and long *a* sounds. The lesson uses scripted modeling language such as, "Watch me say the word *kite*. The /i/ sound is long."

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

The materials include daily lessons with opportunities for guided instruction through structured routines. For example, in Unit 3 Lesson 1.1, the "Skill-Based Phonics Instruction" guides students to blend and build /sh/ words using teacher-led prompts in the We Do section.

In Unit 3 Lesson 2.1, the We Do section includes scripted prompts such as, "Say the sound with me: /sh/. What sound do we hear at the end of the word *fish*?"

The materials include guidance for immediate and corrective feedback. For example, the *Implementation Guide* shows a table for each grade level that includes the lesson and skill with if/then guidance for immediate and corrective feedback during the Skill-Based Phonics Introduction and the Skill-Based Word Mapping routines.

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

The materials include daily lessons that include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice. In Unit 3, Lesson 9.1, the lesson guide prompts students to share /w/ words with a partner during the You Do section of "Skill-Based Phonics Instruction."

The materials include collaborative opportunities such as partner reading of decodable phrases and decoding tasks. For example, in Unit 4, Lesson 5.1, the materials prompt students to identify *i_e* pattern words and share them with a partner.

The materials include multiple independent practice activities. In Unit 6, Lesson 11.2, the lesson features phoneme deletion, word mapping through the Say It, Tap It, Map It, Build It routine, and a connected passage with comprehension questions.

Additional independent practice activities are routinely embedded across lessons including decoding sheets, dictation, and word chaining exercises with current and previous phonics skills.

The *Implementation Guide* describes collaborative opportunities such as "Partner Echo Reading" and "Quiz Quiz." For example, the guidance for "Quiz Quiz" says, "Partner 1 reads a word from the skill word list while Partner 2 writes it, followed by a quick accuracy check before switching roles."

4.3 Ongoing Practice Opportunities

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

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

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

The materials include cumulative phonics review through a variety of structured activities across multiple units. In Unit 4, a "Quick Check" follows Lessons 6–10 and includes decoding and encoding tasks using phonics patterns taught throughout those lessons.

In Unit 4, Lesson 4.2, the "Skill-Based Review" section includes a review of sound cards and word-building tasks with words such as *back*, *bake*, and *brake* to reinforce previously taught patterns.

In Unit 4, Lesson 16.1, the materials provide chanting of sound cards and blending exercises that incorporate both current and prior skills.

Across Units 1–6, repeated routines such as Say It, Tap It, Map It, Write It decoding sheets, and oral blending tasks support ongoing cumulative phonics review and practice.

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

The materials provide practice tasks aligned to the lesson's phonics objective. In Unit 3, Lesson 3.1, the materials prompt students to practice decoding and blending /th/ words through word mapping and independent decoding activities.

In Unit 4, Lesson 2.1, decoding sheets include CVCe words in isolation and in context. While the majority of content matches prior instruction, the word *jumbo* appears without prior introduction.

The materials include encoding opportunities through "Skill-Based Word Mapping." In Unit 3, the materials prompt students to encode words like *chop*, *chat*, and *check* after receiving explicit instruction on the /ch/ digraph.

In Unit 5, Lesson 2.1, decoding sheets provide practice with words containing CVC patterns, blends, and digraphs—all taught in earlier units. The irregular word *little*, introduced in Unit 4, is also reinforced.

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

The materials include decodable texts that integrate both current and previously taught phonics skills to support cumulative practice. In Unit 2, Lesson 3.2, the decodable passage features CVC words that reinforce earlier letter-sound correspondences.

In Unit 6, Lesson 6.2, the passage includes words with the vowel team *ea* such as *meal* and *beans*, along with previously taught CVC words, blends, CVCe words, and digraphs.

In Unit 4, Lesson 1.1, decoding sheets combine *a_e* words with digraphs and blends introduced in Unit 3.

In Unit 5, Lesson 9.2, the decodable passage incorporates ending blends (the current focus), as well as digraphs, high-frequency words, and earlier phonics patterns like CVCe.

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

The materials include decodable texts that integrate both current and previously taught phonics skills to support cumulative practice. In Unit 2, Lesson 3.2, the decodable passage features CVC words that reinforce earlier letter-sound correspondences.

In Unit 6, Lesson 6.2, the passage includes words with the vowel team *ea* such as *meal* and *beans*, along with previously taught CVC words, blends, CVCe words, and digraphs.

In Unit 4, Lesson 1.1, decoding sheets combine *a_e* words with digraphs and blends introduced in Unit 3.

In Unit 5, Lesson 9.2, the decodable passage incorporates ending blends (the current focus), as well as digraphs, high-frequency words, and earlier phonics patterns like CVCe.

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 daily formative assessments embedded within lessons and aligned to grade 1 developmental expectations. In Unit 5, Lesson 4.1, a phonemic awareness warm-up targeting consonant blend manipulation (*-sk*, *-st*, *-sp*) precedes phonics tasks that assess encoding, decoding, and fluency.

Each lesson includes structured tools such as "We Do, You Do" and "Say It, Tap It, Map It, Write/Build It." These tools allow for observation of phonemic awareness, sound mapping, and word-building skills that align with grade-level expectations.

The "Unit Mastery Assessments" serve as summative assessments at the end of each unit. These assessments include developmentally appropriate tasks. For example, the Unit 4 "Mastery Assessment" measures sound substitution and addition, decoding and encoding CVCe words, and recognition of high-frequency words. These tasks align with the TEKS and reflect expected reading and spelling development for grade 1. The materials also include "Quick Checks" and dictation exercises as additional assessment tools. The Unit 4 "Quick Checks" assess reading and writing of CVCe and long-vowel words. "Skill-Based Words" tasks provide dictation aligned to TEKS 1.Cviii and target VCe spelling patterns.

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

The materials provide structured "Assessment Parameters" within each unit to establish clear performance thresholds and measurement criteria. For example, Unit 4 outlines expectations for mastery of CVCe words, encoding, decoding, and irregular word recognition using benchmarks such as 80% or 95% accuracy.

The materials include note-taking sheets and student data trackers aligned to phonics objectives. The "Observations" section supports systematic documentation of individual strengths and areas of need in phonics development.

Pre- and post-assessments embedded in Units 3–6 measure phonics growth over time. For instance, Unit 3 includes assessments targeting digraphs, blends, and sound manipulation at both the beginning and end of the unit.

The materials also support ongoing progress monitoring through daily lesson tasks and unit-level assessments. You Do sections, "Mastery Assessments," and "Unit Reflections" offer consistent opportunities to evaluate student growth in skills such as *r*-controlled vowels, long-vowel teams, and silent letters.

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

The materials include a variety of assessments throughout the school year such as pre-assessments, post-assessments, and "Mastery Assessments" in Units 3–6. These tools appear about every six weeks and align with grade-level phonics skills to measure student growth.

Daily lessons include embedded formative assessment tasks such as dictation and "Say It, Tap It, Map It, Write/Build It." These tasks allow frequent checks for student understanding. For example, Lesson 5.1 includes several formative assessment moments where students build, substitute, and write words with blends.

The assessments align with unit objectives and progress monitoring tools. For example, in Unit 4, Lesson 16.2, the "Word Chaining" activity tracks students' ability to manipulate CVCe words. This activity measures decoding skills and matches the end-of-unit "Mastery Assessment."

The structure of pre-, formative, and summative assessments across units ensures systematic monitoring and response to students' phonics development 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	All criteria for guidance met.	1/1
4.5b	All criteria for guidance met.	2/2
4.5c	All criteria for guidance met.	2/2
4.5d	All criteria for guidance met.	1/1
—	TOTAL	6/6

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

The materials include data-management tools that support documentation and instructional planning based on student performance in foundational skills. Note-taking sheets and end-of-unit reflections allow for the recording of student outcomes in areas such as decoding, encoding, and phonemic awareness.

The materials provide "Assessment Parameters" that connect specific performance thresholds to recommended instructional actions. For example, the Unit 4 table notes that a score below 80% suggests the student should begin instruction in Unit 4, signaling the need to adjust instruction accordingly.

A "Mastery Assessment" page is included to record the number of correct and total responses, helping identify skills that may require reteaching or enrichment.

The "Student Data Tracker" offers space for setting goals, noting the date, identifying the skill focus, and outlining next instructional steps.

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

The materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. A "Class DataBook" is provided that includes a column for student names and columns for each unit score.

Data-management tools such as note-taking sheets, student trackers, and reflections are structured for individual student use.

The *Assessment Guide* and "How to Use Assessments" section reference monitoring a "student's understanding," and "Quick Checks" are used for individual observation.

The "How to Use Assessments" section highlights opportunities to evaluate individual student understanding, with formative checks designed to be used on a student-by-student basis.

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

The materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. For example, the *Assessment Guide* has a section titled "Adjusting Frequency for Student Need" that provides teachers guidance on the frequency of progress monitoring for students demonstrating advanced proficiency level.

The guidance states, "students demonstrating advanced performance" and perform 95–100% accuracy on "Quick Checks" may continue on the regular schedule with enrichment opportunities provided between checks.

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

The materials include unit-level diagnostic and post-assessments. These assessments help teachers identify starting points and measure student growth over time. For example, Unit 4 includes tasks such as identifying vowels, manipulating sounds, and encoding irregular words.

The "Assessment Parameters" provide acceleration guidance based on assessment data. For example, "If the student can identify, segment, and substitute sounds in words . . . progress to the next unit."

The *Implementation Guide* includes pacing guidance for small-group instruction and intervention. It directs teachers to use ongoing assessment data to identify each student's entry point, and adjust pacing accordingly.

The materials include teacher-facing guidance for forming small groups, targeting skill gaps, and extending learning to support mastery based on observed performance.

5. Foundational Skills

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

5.B Oral Language

5.B.1 Oral Language Development

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.B.1a	All criteria for guidance met.	8/8
5.B.1b	All criteria for guidance met.	4/4
5.B.1c	The materials do not include authentic opportunities for students to ask questions to understand information.	3/4
—	TOTAL	15/16

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 explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods. For example, the *Oral Language Guide* includes opportunities for oral language or oracy for each lesson within the product, from Unit 1–7.

The opportunities include a section for "Modeling." Unit 3, Lesson 1.1 states, "teacher models speaking in a clear, strong voice—then has the students repeat the sentence with the correct tone and inflection."

In Unit 3, Lesson 1.2, the section for "Extended Oracy with Decodable Passage" states, "after reading, (the) teacher leads a short group discussion about the meaning of *shut* using sentence frames."

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

The materials include opportunities for students to engage in social and academic communication for different purposes and audiences. The *Oral Language Guide* provides an entire section on "How the Program Addresses Social Communication" and "Opportunities for Different Purposes and Audiences."

Opportunities for social communication include Partner Sharing, Reciprocal Dialogue, and Personal Connection Opportunities. Opportunities for different purposes and audiences include Peer-to-Peer, Whole-Group to Teacher, and Academic Explanations.

Each opportunity provides an explanation about that strategy. For example, the Greeting routine states, "begin the lesson with a partner greeting before starting phonemic warm-up."

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 structured routines for students to listen actively, engage in discussion, and share information and ideas during phonics and phonological awareness instruction. For example, in Unit 3, Lesson 1.2, the scripted lesson prompts the teacher to direct students: "Say: Listen as I blend: *shed*." In Unit 5, Lesson 19.1, the scripted lesson prompts the teacher to ask questions like, "What sound do you hear in the middle of *boil*?"

The *Oral Language Guide* includes ways to "Add Authentic Listening & Discussion to Phonics Lessons." In a section titled, "Embed Student-to-Student Follow-Up," the guidance states, "give students predictable sentence frames to make discussions focused and efficient."

The materials do not include authentic opportunities through prompts or structures for students to ask questions.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	All criteria for guidance met.	4/4
5.C.2b	The materials do not include embedded lesson-level guidance to support teachers in providing explanatory feedback on common phoneme-grapheme misconceptions.	0/2
5.C.2c	All criteria for guidance met.	6/6
—	TOTAL	10/12

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 (directly) introduce letter-sound relationships using sound cards and guided decoding tasks with words such as *shed*, *shop*, and *shot* in Unit 3, Lesson 1.1.

The materials systematically introduce letter-sound relationships in a clear order, progressing from CVC patterns in Unit 2 to digraphs in Unit 3, CVCe words in Unit 4, and ending blends and vowel teams in Units 5–7, allowing for application to basic decoding and encoding.

The materials provide structured routines such as Say It, Tap It, Map It, Write It and Word Chaining that explicitly (directly) support phoneme manipulation and word construction for application to basic decoding and encoding.

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

The materials do not include embedded teacher guidance in lessons for providing feedback on common phoneme-grapheme errors. For example, in Unit 4, Lesson 25.1, the task prompts students to map words like *fry* or *cry*, but the lesson does not include scripting to support error correction or clarify confusions.

General feedback suggestions appear in the *Implementation Guide* under "Corrective Feedback by Skill Area" and "Guided Feedback Procedures." The suggestions are not connected to specific lessons or skills.

Teachers are not provided with anticipated misconceptions (e.g., confusing short vowels, long vowels, or "vowel-y" functions) or sample responses to address decoding errors in context.

5.C.2c – Materials include a variety of activities and/or resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S)

The materials include a variety of activities to develop letter-sound skills in isolation and connected text. In Unit 3 Lesson 7.1, the lesson prompts students to decode /ch/ words such as *chip* and read sentences like "Here is the dip and the chip bag."

Practice routines like Say It, Tap It, Map It, Write It and decoding sheets are used in lessons. For example, in Unit 5 Lesson 12.1, the lesson prompts students to work with *r*-controlled vowel words like *fern* and *perch*.

Reinforcement is provided through "Quick Checks" and assessments. In Unit 4, the assessment prompts students to decode words such as *rage* and *dice* and apply phonics skills in connected sentences like "Jane has a cap and a cape."

The materials include cumulative review of decoding in isolation and connected text. For example, in Unit 5 Lesson 19.2, the lesson prompts students to revisit earlier *r*-controlled vowels in a passage titled "Beware" with sentences like "They would work on a ship that would bring them to the top of the world."

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 begin with simple skills and larger units of sound, and gradually transition to more complex skills and smaller units of sound.	0/2
5.D.1b	The materials do not include explicit instruction for teaching phonological awareness skills with explanatory feedback for students based on common misconceptions.	1/2
5.D.1c	All criteria for guidance met.	4/4
—	TOTAL	5/8

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 do not include a systematic sequence for introducing phonological awareness activities in alignment with grade-level TEKS. Unit 3 begins instruction at the phoneme level rather than transitioning from larger units of sound to smaller units.

The materials do not provide lessons that introduce sentence-, word-, or syllable-level skills before progressing to phonemes. All grade 1 phonological activities begin with or focus on individual sounds.

The materials do not include tasks or routines that reflect the full continuum of phonological awareness development. In Unit 4, Lesson 7.1, the materials include sound manipulation activities with initial phonemes in words such as *cape* and *cake*, but do not address larger sound units like compound words or syllables.

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 phonological awareness skills with recommended explanatory feedback for students based on common errors. For example, the *Implementation Guide* includes a table for each unit that details common errors during the Phonemic Awareness Warm-Up and Skill-Based Word Mapping routines.

In Unit 3, Lesson 1.1, the common error states, "student omits a sound." Then a prompt is provided for the teacher to redirect a student such as, "listen carefully. I will say it slowly."

The materials do not include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on 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/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). In the *Implementation Guide*, the section titled "Phonemic Awareness" provides a variety of activities for "Gestures and Movements, Visual Cues, and Manipulatives."

The *Implementation Guide* explains that "memory-building strategies help students retain phonological awareness skills by engaging multiple senses, providing repeated exposure, and connecting abstract sounds concepts to concrete actions."

Several ideas and examples are also provided to guide teachers in using the activities. For example, the "Clap Syllables" guides the teacher to "say the word *basketball*. Students clap once for each syllable."

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 phonemes.	2/3
5.D.2b	The materials do not include explicit 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 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	All criteria for guidance met.	3/3
—	TOTAL	5/10

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

The materials include a systematic sequence for segmenting and blending phonemes, and progress to more complex manipulation tasks such as adding, deleting, and substituting sounds. In Unit 3, Lesson 3.2, the materials model blending the CVC word *thud* and guide word chaining with substitutions like *muck*, *mud*, and *thin*.

The materials build in complexity across units. In Unit 5, Lesson 8.1, the materials prompt students to change the ending blend in *just* to form *jump*. Earlier lessons focus on phoneme segmentation (e.g., *chin* -> /ch/ /i/ /n/), while later lessons emphasize manipulation within complex phoneme patterns.

The materials do not begin the instructional sequence with explicit instruction on identifying individual phonemes in isolation, resulting in a gap in alignment with the indicator criteria.

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 do not include explicit instructional guidance to help teachers address frequent student misconceptions in phonemic awareness. Lesson scripts do not include correction language or examples of typical student errors.

The *Implementation Guide* includes general feedback recommendations, but these are not specific to phonemic awareness skills such as segmenting, blending, or substituting phonemes.

Lessons do not provide teachers with tools such as prompts, scripts, or examples, to address blending inaccuracies or confusion between similar phonemes during instruction.

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 do not include explicit, direct guidance for connecting phonemic awareness skills to the alphabetic principle to support the transition from oral language to decoding.

The materials do not include scripted routines or instructional language that guides teachers to make sound-to-letter connections during phonemic awareness activities.

Lesson components such as the "Skill-Based Phonemic Awareness Warm-Up" and "Say It, Tap It, Map It" occur separately and do not include teacher-facing language to link oral sound work to graphemes or printed words.

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 to develop phonemic awareness skills, including daily phonemic awareness warm-ups, word mapping routines, and opportunities for independent practice.

Lessons follow a structured progression that includes teacher modeling, guided practice, and student application. For example, in Unit 5, Lesson 16.1, students substitute vowel sounds in words like *rid* to form *ride* and *well* to *wall*, reinforcing phoneme manipulation.

The materials include cumulative review through "Quick Checks" and "Post-Assessments." For example, Unit 4, Quick Check 5 includes tasks such as decoding *dice* and *stage*, and assessments that ask students to delete or manipulate sounds in words, reinforcing previously taught phonemic awareness skills.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.1a	All criteria for guidance met.	1/1
5.E.1b	All criteria for guidance met.	1/1
5.E.1c	All criteria for guidance met.	3/3
5.E.1d	All criteria for guidance met.	4/4
—	TOTAL	9/9

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

The materials include a systematic sequence for introducing grade-level sound-spelling patterns aligned with the TEKS. The *Implementation Guide* outlines the sequence beginning with CVC and progressing through vowel teams, VCe patterns, *r*-controlled vowels, and syllable types.

In Unit 3, students learn digraphs and blends, Unit 4 introduces CVCe patterns, Unit 5 includes instruction on ending blends and *r*-controlled vowels, and Unit 6 introduces long-vowel teams and diphthongs.

Lesson-level instruction builds cumulatively, providing consistent practice with new and previously taught sound-spelling patterns to support decoding accuracy and fluency development. For example, in Unit 4, Lesson 6.2, the materials guide teachers to prompt students to read the decodable passage "Smile for Me." The passage integrates short-vowel CVC words from Unit 2 (e.g., *can*, *did*, *but*, *bed*), digraphs and blends from Unit 3 (e.g., *black*, *spun*), and the silent-*e* pattern introduced in Unit 4 (e.g., *smile*, *mime*, *white*).

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 explicit teacher guidance for introducing sound-spelling patterns through daily scripted instruction. Each "Skill-Based Phonics Introduction" follows an I Do, We Do, You Do model supported by sound cards and decoding routines.

In Unit 5, Lesson 10.1, the teacher script includes, "When the vowel *a* is followed by *r*, the *r* controls the vowel," while introducing the /ar/ pattern. Visual aids such as sound cards are used to reinforce grapheme-phoneme correspondence.

Lessons include guided prompts to support modeling and student response. For example, in Unit 5, Lesson 3.1, the script instructs teachers to build and read the word *champ* and guide students to decode similar words using the target-ending blend.

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 for developing grade-level sound-spelling patterns through teacher modeling and student interaction with sound cards, mirrors, Elkonin boxes, and manipulatives. Lessons include structured routines like Say It, Tap It, Map It, Build It, where students segment phonemes, map them to graphemes, and write words using tiles or dry-erase boards. For example, in Unit 4, Lesson 15.1, students map and build silent-*e* words such as *puke* and *duke*. The materials reinforce sound-spelling patterns through decodable passages and "Quick Checks." In Unit 4, Lesson 6.2, students read "Smile for Me," which includes a mix of newly introduced VC*e* words and previously taught CVC and digraph patterns.

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

The materials include a variety of decoding activities using word cards, decodable passages, and Elkonin boxes. For example, in Unit 4, Lesson 8.1, students decode silent-*e* words such as *tame*, *time*, and *hike* using letter cards and decodable sentences. Lessons provide encoding opportunities through daily word mapping and Wrap-Up dictation. For instance, in Unit 4, Lesson 13.1, students encode silent-*e* words like *tune*, *fume*, and *dude* and write dictation sentences such as "The dude is on the mule." Encoding and decoding activities are cumulative. For example, in Unit 5, students map and write blend words such as *chimp*, *chomp*, and *stomp*, then apply them in connected sentences during the Wrap-Up routine.

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	The materials do not include a variety of activities for students to reinforce skills to encode regular and irregular high-frequency words through cumulative review.	10/12
5.E.2d	The materials do not include a variety of activities and/or resources to write high-frequency words in connected text.	3/4
—	TOTAL	19/22

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 aligned to taught phonics skills. In Unit 3, Lesson 24.2, the word *stop* is introduced after students receive instruction on the *st* blend.

The materials include a systematic sequence for introducing irregular high-frequency words. In Unit 3, words like *what* and *they* are introduced alongside digraph instruction, and Unit 4 introduces words such as *love*, *come*, and *some* aligned to CVCe instruction.

The *Implementation Guide* states that high-frequency words such as *this*, *that*, and *them* following /th/ instruction in Unit 3 are introduced only after the phonics skill is explicitly taught.

The materials provide a list of regular and irregular high-frequency words for each unit, aligned with phonics instruction on digraphs, blends, and vowel patterns across Units 3–6.

5.E.2b – Materials include teacher guidance to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1) (T)

The materials include teacher guidance to provide explicit instruction for decoding regular and irregular high-frequency words. The *Implementation Guide* includes scripting and rationale for when and how to introduce each word using Say It, Tap It, Map It, Build It instructional routine.

The materials include teacher guidance to provide explicit instruction for encoding regular and irregular high-frequency words. In Unit 3, Lesson 5.2, a call-out box directs teachers to explain that the /ā/ sound in *they* is spelled with *ey* as students write the word.

The materials include examples of irregular high-frequency word instruction using direct instructional language to highlight decodable versus "by heart" components such as the word *said* in Unit 2, Lesson 21.

The *Implementation Guide* provides general scripting and sample routines. Encoding guidance is embedded inconsistently in the lessons and does not always include teacher modeling.

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 to develop decoding and encoding of regular and irregular high-frequency words. Lessons include the Say It, Tap It, Map It, Build It routine, dictation, and decoding sheets such as Unit 4, Lesson 5.2 for *ride* and *were*.

The materials include activities to practice decoding and encoding through decoding sheets, sentence strips, and dictation such as Unit 5, Lesson 1.2 with *would*, *could*, and *should*.

The materials include activities to reinforce decoding through decodable passages, sentence strips, and "Quick Checks," such as Unit 5, Quick Check 2 and Unit 5, Lesson 3.2.

The materials do not include a variety of cumulative review activities for encoding. Encoding is typically practiced in isolation or within dictation without spiraled reinforcement.

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 memory-building activities to support reading and writing high-frequency words in isolation. Lessons use Elkonin boxes and tiles in the Say It, Tap It, Map It, Build It routine such as Unit 4, Lesson 16.2.

The materials include sentence dictation routines for writing high-frequency words in connected text such as "I will give him what I made" in Unit 4, Lesson 16.2.

The materials include decodable passages with embedded high-frequency words for reading in connected text such as Unit 5, Lesson 6.2.

The materials do not include a variety of memory-building strategies or resources for connected text practice. Reading and writing activities rely heavily on the same routine without additional tools or formats.

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.	0/1
5.E.3b	The materials do not include teacher guidance to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words.	0/2
5.E.3c	All criteria for guidance met.	12/12
5.E.3d	The materials do not include a variety of activities and/or resources for students to practice decoding and encoding one-syllable or multisyllabic words using knowledge of syllable types and syllable division principles.	0/4
—	TOTAL	12/19

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

The materials do not include a systematic sequence for introducing grade-level syllable types and syllable division principles.

Syllable types such as closed, VCe, vowel teams, and *r*-controlled are not introduced until Unit 7. The *Implementation Guide* does not recommend this course of action for grade 1.

Open syllables are addressed briefly in Unit 3, but are not revisited across Units 4–6.

The materials do not include a scope and sequence aligned to the TEKS expectations for syllable types in grade 1.

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 do not include teacher guidance to provide explicit instruction in decoding one-syllable words using knowledge of syllable types.

Syllable types are not embedded within decoding instructions in Units 3–6, and syllable division is not introduced until Unit 7.

The materials do not include teacher guidance to provide explicit instruction in encoding one-syllable words using syllable types.

Phonics routines address sound-spelling patterns but do not connect to syllable types or division principles in grade 1 lessons.

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

The materials include a variety of activities and resources to develop decoding and encoding skills using syllable-related instruction. In Unit 4, Lesson 5.1, the lesson script guides students to decode one-syllable words such as *hike* and *ride*, and then encode the words using Elkonin boxes and dictated writing.

The materials include practice activities for decoding and encoding one-syllable words. In Unit 3, Lesson 3.2, decoding strips, magnetic tiles, and pocket charts support varied decoding and encoding practice.

The materials include reinforcement and cumulative review through spiraled decoding and encoding tasks. For example, decodable passages and decoding sheets in Units 2–6 include previously taught phonics-based syllable patterns such as CVC and CVCe.

The materials embed repeated application routines such as Say It, Tap It, Map It and Skill-Based Words to reinforce decoding and encoding of one-syllable and multisyllabic words across the year.

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 do not include activities or resources for students to practice decoding one-syllable words using syllable types in isolation or connected text.

The materials do not include activities or resources for encoding one-syllable words using syllable types in isolation or connected text.

The word *syllable* is used occasionally in phonics lessons, but not as part of decoding or encoding instruction specifically on syllable types or syllable division principles.

Syllable types are only introduced in Unit 7, which is beyond the grade 1 scope.

5.E.4 Morphological Awareness (1–3)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.4a	All criteria for guidance met.	1/1
5.E.4b	The materials do not include teacher guidance to provide explicit instruction for supporting recognition of common morphemes and using their meanings to support encoding and reading comprehension.	2/4
5.E.4c	The materials do not include a variety of activities and/or resources for students to reinforce grade-level morphological skills.	2/3
5.E.4d	All criteria for guidance met.	4/4
—	TOTAL	9/12

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

The materials include a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. In Unit 7, Lesson 10.1, the "Skill-Based Phonics Review" uses the word *jumps* and guides the teacher to explain the endings *-s*, *-ing*, and *-ed*.

Lessons 10.1 and 10.2 emphasize inflectional endings for decoding and encoding. The lessons also incorporate the grade-level morphemes by prompting the teacher to explain how the ending adjusts the meaning of the word. For example, in Lesson 10.2, "Skill-Based Phonics Review," the script says, "fixing (*-ing* means 'happening now')."

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 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. For example, in Unit 7, Lesson 10.1, "Skill-Based Phonics Review" uses the word *jumps* and guides the teacher to explain the endings *-s*, *-ing*, and *-ed*. Using each word, the script provides the meaning of the word based on the ending.

The materials do not include teacher guidance to provide explicit (direct) instruction for supporting recognition of common morphemes and using their meanings to support encoding and reading comprehension.

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

The materials include a variety of activities and/or resources for students to develop and practice grade-level morphological skills. In Unit 7, Lessons 10.1 and 10.2, the materials provide several activities to support morphological skills. For example, the "Skill-Based Phonics Review" uses the words *jumps*, *jumping*, and *jumped* to develop understanding of the inflectional endings *-s*, *-ing*, and *-ed*.

The "Skill-Based Word Building" uses the words *buzzes*, *buzzing*, and *buzzed* to practice encoding words with inflectional endings.

The materials do not include a variety of activities and/or resources for students to reinforce grade-level morphological skills (through cumulative review).

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 offer 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 build on previous instruction (e.g., within sentences or decodable texts). For example, in Unit 7, Lesson 10.1, the lesson includes decoding in isolation through the "Decoding Sheet." The directions state, "students will decode, blend, and build fluency with lesson-based skill words via the decoding sheet." Words include *rushing*, *dropped*, and *bakes*.

In Unit 7, Lesson 10.2, the materials include decoding in connected text through the "Decodable Passage." Words with morphemes within the "Decodable Passage" include *rushed*, *blowing*, and *stops*.