

Hand2mind, Inc.

English Phonics, K

Guided Phonics + Beyond Focus Lessons–Grade K

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798899380266	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	1	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	83 out of 95	87%

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 materials include a scope and sequence aligned to the kindergarten Texas Essential Knowledge and Skills (TEKS). The curriculum introduces concepts in a clear, step-by-step order, with each unit building on previously taught content. This structure supports the development and application of increasingly complex reading skills. For example, Unit 1 begins with letter-sound correspondence and leads into more advanced skills such as digraphs, blends, and long-vowel teams.

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.

The scope and sequence charts the unit, lesson, skill, and the matching the TEKS and English Language Proficiency Standards (ELPS). For example, Unit 1, Lesson 2, focuses on "Bb and /b/—Repeat Sentences." The chart lists TEKS K.2B, "Identify and produce the common sounds that letters represent," and ELPS 3E, "Share information in simple spoken English."

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 kindergarten.

The *Pacing Guide* outlines the recommended duration for each unit by grade level. The materials do not provide alternative instructional calendar options. For instance, in kindergarten Units 1–3, the schedule allocates 2 days per lesson, resulting in a total of 152 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 clear rationale for the order of units and explain how concepts connect throughout the course. Each unit serves a specific purpose and follows a logical progression of foundational literacy skills. For example, the blending and decoding skills developed in Units 2 and 3 lead to the formation of CVCe patterns in Unit 4 and the long-vowel teams in Unit 6.

The "Unit Order Rationale" section explains the sequence follows a research-based scope and sequence and should be taught as written. The materials are designed to build complexity across units, with each one reinforcing and extending previous learning. For example, the kindergarten sequence begins with phonemic awareness and letter-sound correspondence. This foundation prepares students for Unit 2, where consonant-vowel-consonant (CVC) words are presented.

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

The "Lesson Design and Structure" section of the *Implementation Guide* clearly outlines the daily parts of each lesson. The materials include lesson materials lists and lesson task descriptions. The materials outline the steps for explicit instruction and indicate the resources to use.

In Unit 3, the "How to Use Lesson Plans" section describes each lesson component. This includes objectives, warm-up activities, word mapping, skill-based vocabulary, application tasks, and hyperlinks to digital resources when applicable.

The Unit 1 "Introduction" explains the starting and ending concepts within the unit and outlines how these skills progress into Unit 2, providing a clear learning trajectory for teachers.

The materials include corrective feedback protocols and assessment checkpoints embedded in daily phonics routines. The materials also include a glossary of manipulatives (e.g., letter tiles, sound cards) with illustrations and descriptions to support lesson 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, including in-person training, and on-demand webinars. The materials do not include leader-facing guidance to support implementation planning, classroom observation, or instructional 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.

The *Implementation Guide* includes a "Unit by Unit Academic Vocabulary" section that lists key vocabulary terms with definitions and examples. For example, Unit 2 defines blend as "the process of combining individual phonemes together to form a word such as /k/, /a/, /t/."

Each unit includes an overview with background content knowledge and vocabulary aligned to that unit's focus. For instance, Unit 1 introduces foundational skills such as phonemic awareness and letter recognition.

The materials include glossaries and academic vocabulary lists that align with each unit's focus. Each unit includes an overview and vocabulary guidance. The depth of background content knowledge varies. For example, the Unit 2 "Overview" section does not connect to foundational content from Unit 1 or explain how the skills will progress 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 provide detailed and structured lesson plans that include clear objectives, aligned tasks, guiding questions, and required materials, all designed to support instruction aligned with the TEKS. The materials do not reference the newly adopted 2024 ELPS. 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 that lists the teacher and student materials needed for each lesson. The materials do not include suggested timing or time allocations for each part of the lesson.	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).

Lessons include daily objectives, a list of materials, instructional tasks, and questions to check for understanding. For example, Lesson 2.1 includes identifying the /m/ sound through pictures, thumbs up/down activities, and word decoding with a fluency sheet. Lesson plans promote content mastery through guided and independent practice (e.g., "Word Mapping" in Lesson 6.1).

The "Assessment" component includes parameters for each unit. For example, the Unit 1 "Assessment Parameters for Pre Readers" provides a checklist with an explanation for analyzing student observations and student data results within phonological awareness, letter names, letter sounds, and handwriting.

The lessons do not include instructional assessments that explain how student mastery will be assessed within the lesson. Language objectives are not explicitly stated. The materials do not contain questions or tasks designed to promote language use aligned with the ELPS. The TEKS and ELPS are listed in the "Scope and Sequence." The ELPS are not embedded within lesson plans. The materials do not align with the 2024 ELPS.

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. Such items included are sound cards, magnetic boards, and decoding sheets. The materials section does not explicitly label which items are for teacher use or for students. Unit-level glossaries of manipulatives (e.g., in Unit 1) list all required materials for the unit, helping teachers prepare for lessons across the unit. Lessons provide a general indication of how many days are needed to complete the unit but do not include suggested timing or time allocations for individual components within a lesson. The Unit 2 "Introduction" states, "Unit 2 includes 25 two-part lessons. The two-part lessons can be combined if an implementor wishes to cover the unit in its entirety within 25 academic days."

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

The *Implementation Guide* includes a section titled "Differentiated Enrichment and Extension Activities" that outlines optional strategies such as multisyllabic word decoding, morphology-based instruction, and challenge comprehension questions. These strategies are not referenced in the daily lessons, and there are no designated lesson components or instructional cues that guide teachers in applying enrichment or extension activities. Units 1 and 2 do not contain sections or callouts for enrichment, homework, or extended practice. Also, the lessons in Units 1 and 2 do not include explicit instructions for using the decodable passages beyond a general suggestion to send them home.

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 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 assessments at the beginning and end of each unit. These assessments measure skills such as phoneme identification, letter-sound correspondence, and handwriting. Tasks include saying sounds aloud, choosing the correct answer, and writing responses.

Formative assessments are embedded in daily lessons and include a variety of task types such as dictation, word chaining, sound mapping, independent application, and visual checks for understanding (e.g., coloring images for target sounds).

The "Summative Mastery Assessments" at the end of each unit include different tasks. These tasks include segmenting sounds, changing sounds in words, reading (decoding), spelling (encoding), and writing simple words with CVC patterns and words with consonant blends.

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

The materials include the definition and intended purpose for the types of instructional assessments included.

The *Assessment Guide* explains the three types of assessments: diagnostic, formative, and summative. Diagnostic tools are labeled as "Pre-test" and "Post-test." Formative assessments are labeled as "Quick Check." Summative assessments are titled "Mastery Assessment."

The materials describe the instructional purpose of each assessment type. For example, diagnostic tools determine starting points, formative assessments monitor progress, and summative assessments measure proficiency.

The *Teacher Guides* include a "How to Use the Assessments" section. This section provides implementation guidance and connects the assessments to classroom use.

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

The materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.

The materials provide teacher scripts for each "Mastery Assessment" to support consistent language during administration. For example, scripts prompt teachers to say, "I will say a sentence. You will repeat it as you clap one time for each word."

The *Assessment Guide* includes "Assessment Parameters." The parameters outline scoring thresholds and prescribed instructional actions based on student results.

Observation tools such as student recording sheets, answer keys, and "End-of-Unit Reflection" sheets, are provided to support accurate data collection and analysis.

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

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

Diagnostic assessments include tasks such as identifying sounds, writing letters, and repeating sentences that align with phonics-related TEKS and unit objectives.

Formative assessments are embedded in daily lessons and align with specific skill-based objectives such as blending sounds, generating rhymes, and decoding words.

The "Summative Mastery Assessments" match the skills listed in the unit objectives. These skills include segmenting, changing sounds, and working with phonemes. TEKS labels are inconsistent within the assessments.

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

Instructional assessments include TEKS-aligned items with varying levels of complexity.

Several unit-level assessments show a clear progression of skills. For example, one pre-assessment begins with phoneme identification, then proceeds to decoding words, and concludes with reading complete sentences.

The "Mastery Assessment" includes a range of tasks. These tasks include identifying letter names and sounds, blending compound words, and manipulating onset and rime. The tasks follow a sequence that matches the unit's focus and increases in difficulty.

The materials vary in task complexity. They do not consistently include TEKS-aligned assessment items at two or more distinct cognitive levels in every assessment.

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 *Assessment Guide* features note-taking sheets and performance categories such as "Blending Compound Words," "Letter Names," and "Letter Sound Identification," guiding reflection on skill mastery.

The materials include scoring guidance that provides clear expectations for mastery. The "Assessment Parameters" outline thresholds like "80% success rate," with analysis sections for student behavior and data trends to determine proficiency.

The *Assessment Guide* includes statements such as "Under 80% . . . begin in Unit 2. If 80% or over . . . progress to a Unit 3 phonemic awareness segmentation task," enabling teachers to act on score data.

The materials guide teachers to assess observations and adjust instruction using statements like "assess student mastery," "identify students who require additional scaffolding," and "adjust small-group instruction and intervention" within the formative assessment guidance.

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 instructional adjustments. For example, teachers are prompted to consider actions based on handwriting success such as starting in Unit 1, or adjusting for neatness. The materials provide corrective feedback guidance by skill area in the *Implementation Guide*, including directions such as breaking down words into individual sounds and using visual supports for phonemic awareness deficits. The *Implementation Guide* includes sections like "Instructional Corrective Feedback" and "Corrective Feedback by Skill Area" that recommend strategies tailored to observed student needs.

The tasks and activities within the materials align to unit-specific skills and prompt teachers to analyze responses and observations for areas including decoding, encoding, and high-frequency words.

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 in the *Assessment Guide* such as note-taking sheets for documenting student observations, responses, and areas of difficulty.

The materials provide a student data tracker that allows students to monitor skill development and set learning goals. This form includes spaces for goal setting, skill targeting, and next steps.

Unit assessments include pre- and post-assessments to help teachers monitor learning over time. The materials suggest that teachers record notes on performance and use designated spaces for tracking growth.

The materials include end-of-unit reflections and student performance rating scales with categories like "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 /sh/ sound provides an activity for "sound discrimination support" and "guided word mapping."

The "sound discrimination support" tells the teacher what to do (i.e., 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 used throughout the program. For example, in Unit 2, the term *short vowel* is defined as "a vowel that makes its short sound, as in 'cat' (/ă/), 'pet' (/ě/), 'sit' (/i/), 'top' (/o/), and 'cup' (/ŭ/)."

Unit 1 also defines key instructional terms such as *phoneme* and *phonemic awareness* to support teacher understanding of foundational literacy concepts. These pre-teaching supports help teachers prepare for lesson delivery but are not designed for direct student access.

The materials do not include embedded supports for students to understand unfamiliar references in text such as figurative language, idioms, or academic language within instructional lessons or decodable texts.

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 *Implementation Guide* includes a section titled "Differentiated Enrichment and Extension Activities for Proficient Students." This section outlines enrichment features such as advanced word-building exercises, higher-order thinking tasks, decodable texts with challenge words, and extended comprehension questions. These activities are described as "available for use with phonics content that has been mastered." These enrichment and extension features are not embedded within the unit or lesson-level materials. The "Guided Feedback Procedures – Unit 1" section includes a capital letter formation activity labeled as an extension, but the content aligns with the standard instruction presented throughout the unit. The "Guided Feedback Procedures—Units 2 through 7" section lists a repeated word mapping task: "Turn to a partner and say another word that ends with /sh/." This task mirrors the core instructional routine and does not reflect an increase in complexity. The materials do not include lesson-level differentiation features that adjust the instructional content or task rigor for content already mastered. No specific guidance is present to modify instruction for enrichment or extension within the unit or lesson design.

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 2 "Introduction" outlines orthographic word mapping through the Say it, Tap it, Map it, Write/Build It routine, explains the utility focused order of the sounds taught throughout the unit, and includes a specific sidebar providing support concerning high-frequency word instruction.

The materials include explicit prompts that support modeling and explanation of concepts in kindergarten. Each unit contains scripted instructional language in bold, labeled "Say," which provides clear guidance for lesson delivery. In Unit 1, Lesson 2.1, the "Skill-Based Sound Introduction" includes a prompt that introduces the /b/ sound, demonstrates mouth formation, and connects the sound to a visual (bear). The script models how to identify the initial sound and link it to the letter *b*, reinforcing phoneme-grapheme correspondence.

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," "Phoneme Phones," "Pocket Chart" with sound and grapheme cards, "Word Work Mats," "Letter/Sound Strips," and more.

Lesson materials consistently include specific teacher recommendations for effective use of the various instructional approaches to support students in skill mastery. For example, Unit 1, Lesson 3.1 leads teachers to utilize a kinesthetic learning approach during the "Skill-Based Phonological Awareness Warm-Up" as students clap to segment words in sentences, reinforcing their auditory discrimination skills through movement.

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* supports effective program implementation by outlining multiple types of practice, including guided, independent, and collaborative learning opportunities. The "Lesson Design and Structure" and "Instructional Methods" sections describe the We Do and You Do portions of each lesson, which follow a Gradual Release of Responsibility model. After the explicit introduction of a skill, materials provide opportunities for guided practice (in whole- and small-group formats), followed by independent practice for skill application. The "Guided Feedback Procedures" section offers additional guidance for recommended grouping structures. These routines are described as suitable for whole-group instruction, targeted practice, intervention settings, and independent application. For example, the Phrase Reading Practice routine includes instructions for students to read phrases independently, with a partner, and chorally as a class. The You Do portion of the Skill-Based Phonics Review routine directs students to read and blend words on their own.

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 (EB) 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 promote the use of increasingly more academic language.

The section lists accommodations for students at the beginning proficiency level, including visual supports (e.g., pictures, gestures, and real-life objects), explicit articulation modeling, extended modeling time, and total physical response to reinforce sound-symbol relationships.

For the intermediate level, the materials include sentence frames, choral reading and repetition, explicit instruction in high-frequency words (decodable and irregular), and phonemic awareness instruction supported by home language comparisons. These strategies support the development of academic vocabulary and more complex language structures.

The section also includes accommodations for students at the advanced and advanced high levels, providing continued support for language development across the proficiency continuum.

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 use repetition and predictable routines, provide additional wait time, and scaffold instruction with visuals. However, the strategies do 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 ESLs," 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 EB students in the "Emergent Multilingual Support" section. These strategies include visual supports, sentence frames, bilingual word banks, and structured oral language practice. While these supports align with general language development practices, they are not embedded into the lesson plans.

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 include embedded guidance to support the development of academic vocabulary, increase comprehension, or build background knowledge through oral or written discourse. In Unit 2, as in other units, no lesson includes specific instructional moves, tasks, or prompts designed to support EB students in these areas.

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. The *Implementation Guide* outlines a progression beginning with letter names and sounds before advancing toward complex skills such as digraphs and blends.

The materials include sequenced instruction of phonics skills. Initial lessons focus on foundational letter-sound correspondences and progress to blending, segmenting, and decoding. For example, in Lesson 1.1, students identify the /a/ sound and practice handwriting strokes of the letter *a*. In later lessons in Units 1 and 2, the lessons prompt the application of letter-sound correspondence to form CVC words such as *at* and *map*.

The materials provide an explicit rationale for the sequence of instruction. The "Unit Order Rationale" in the *Implementation Guide* explains that instruction starts with letter knowledge and moves toward decoding and encoding of words with increasing phonetic complexity, supported by a structured pacing guide.

The lessons follow a systematic format that includes repeated instructional routines such as I Do, We Do, You Do; Skill-Based Sound Review; and Formation Practice to reinforce the sequence of skills across units.

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 through skill-based routines. In Unit 2, Lesson 2.1, the Say It, Tap It, Map It, Write It routine provides specific words such as *mad* and *map* to practice isolated sounds /m/ and /a/.

The materials include explicit practice opportunities in connected text. In Unit 2, Lesson 2.1, the "Decoding Sheet" includes phrases such as "I like Tam. Sam sat. I am Sam." These words align to the skills for practice in isolation.

The "Quick Checks" after Lessons 1–5 in Unit 2 assess decoding and encoding of phonics skills explicitly and previously taught using word and picture prompts.

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 *Implementation Guide* explains that daily lessons use the I Do, We Do, You Do approach to include teacher modeling of skills before students apply them independently. Each phonics lesson includes consistent scripting to support this structure.

The daily lessons provide explicit phonics instruction through structured teacher scripts in the "Skill-Based Phonics Introduction" and "Skill-Based Phonics Review" sections. For example, the I Do section in Unit 2, Lesson 4.1 directs the teacher to say, "This is a picture of a fish. The first sound we hear in fish is the sound /f/. We spell the sound /f/ with f."

The materials include teacher modeling for sound articulation and decoding. In Unit 1, Lesson 4.1, the teacher script says, "Watch as I form my mouth for the /d/ sound. Look at the picture—duck. The first sound in duck is /d/."

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 using structured routines. In Unit 2, Lesson 6.2, the "Skill-Based Phonics Review" provides explicit prompts in the We Do section. For example, the script states: "We will use our fingers to count the sounds and blend through the other words. Put up a finger for each sound in the word . . ."

The daily lessons prompt teachers and students to practice by modeling mouth position and identifying sounds. For example, in Unit 1, Lesson 11.1, the teacher script states, "Let's practice making the /k/ sound together. Form your mouth to make the /k/ sound. The /k/ sound is unvoiced. Raise the back of your tongue. Place it against the roof of the back part of your mouth . . ."

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 the You Do section, the materials consistently provide scripts to decode phrases or words with a partner. For example, in Unit 2, Lesson 12.2, the lesson guide states, "Turn the decodable strip to the phrase side. Say: Turn to your neighbor. Decode and blend through the phrase. (I like the duck.)"

The *Implementation Guide* describes collaborative opportunities such as "Partner Reading" and "Quiz Quiz." In the "Fluency" section, the guide states: "Students take turns reading decoding sheets or passages, providing peer modeling, and collaborative feedback."

The materials include independent practice through decoding sheets and dictation. In Unit 2, Lesson 14.1, the materials provide a Decoding Sheet for "Independent Practice." The materials state, "Students will decode, blend, and build fluency with lesson-based skill words and sentences via their decoding sheet."

Additional independent practice includes the Say It, Tap It, Map It, Write It routine, decoding passages, and dictation of high-frequency words or sentences tied to lesson objectives.

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 intentional cumulative phonics review through the "Skill-Based Phonics Warm-Up" and "Skill-Based Phonics Review" sections in each lesson. In Unit 2, Lesson 2.2, the materials prompt a review of previously taught sound cards before introducing a new sound.

The materials include "Quick Checks" embedded throughout the units to assess previously taught skills across multiple lessons. For example, after Lessons 1–5 in Unit 2, the materials provide a check with tasks such as identifying and decoding words using previously introduced sounds.

Phonics practice activities include consistent routines across units such as Say It, Tap It, Map It, Write It; Decoding sheets; and Word Chaining routines.

The materials spiral previously taught phonics skills into new lessons by revisiting earlier sounds during warm-ups and integrating them into new word building and connected text activities.

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

The materials include practice activities that focus only on phonics skills previously taught within the lesson or unit. For example, in Unit 1, Lesson 4.1, the materials introduce the /d/ sound and provide decoding and encoding practice with words such as *dad*, *mad*, and *pad*.

The materials provide practice opportunities that consistently align with the lesson's phonics objective or previously taught skills. For example, in Unit 1, Lesson 3.2, the "Decodable Passage" includes words with the /p/ sound such as *pat* and *tap*. Previously introduced high-frequency words and sound-spelling patterns such as *like*, *at*, and *Sam*, are also included in the passage.

The "Skill-Based Sound Review" and "Formation Practice" sections reinforce previously taught phonics skills. For example, in Unit 2, Lesson 10.1, the materials review the letter *Jj* and its sound, followed by writing and mapping words that begin with the /j/ sound.

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

The materials include decodable texts that provide cumulative practice of previously taught phonics skills. For example, in Unit 2, Lesson 2.1, the text includes the /m/ sound along with previously introduced sounds such as /a/, /t/, and /s/.

In Unit 3, Lesson 4.2, the decodable passage emphasizes the /th/ sound while incorporating previously taught sounds like /m/ and /a/, offering ongoing cumulative decoding practice.

Decodable passages include words and irregular high-frequency words introduced in prior lessons. For example, Unit 3, Lesson 10.2 includes the digraphs /sh/ and /ch/. It also includes words like *was* and *here* taught earlier in the unit.

The *Assessment Guide* affirms that decoding sheets and passages support cumulative phonics practice by integrating previously introduced sound-symbol correspondences into connected text.

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

The materials include decodable texts that provide cumulative practice of previously taught phonics skills. For example, in Unit 2, Lesson 2.1, the text includes the /m/ sound along with previously introduced sounds such as /a/, /t/, and /s/.

In Unit 3, Lesson 4.2, the decodable passage emphasizes the /th/ sound while incorporating previously taught sounds like /m/ and /a/, offering ongoing cumulative decoding practice.

Decodable passages include words and irregular high-frequency words introduced in prior lessons. For example, Unit 3, Lesson 10.2 includes the digraphs /sh/ and /ch/. It also includes words like *was* and *here* taught earlier in the unit.

The *Assessment Guide* affirms that decoding sheets and passages support cumulative phonics practice by integrating previously introduced sound-symbol correspondences into connected text.

4.4 Assessments

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.4a	All criteria for guidance met.	2/2
4.4b	All criteria for guidance met.	2/2
4.4c	All criteria for guidance met.	1/1
—	TOTAL	5/5

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

The materials include daily formative assessments such as "Say It, Tap It, Map It, Write/Build It," "We Do/You Do," and "Word Chaining." These tools systematically assess knowledge of phonological and phonemic awareness skills in alignment with lesson objectives and kindergarten TEKS. For example, the materials prompt blending of spoken phonemes and manipulation of individual sounds within words.

The materials provide formal assessments, including unit pre-assessments, post-assessments, and "Mastery Assessments," that include developmentally appropriate tasks. These assessments measure foundational literacy skills such as identifying letter-sound correspondences, circling beginning sounds, decoding CVC words, and practicing handwriting.

The materials use a variety of assessment modes to evaluate early literacy skills. Tasks include oral activities like clapping to identify word count, visual recognition of letters and sounds, and written practice through sound mapping and handwriting. These varied formats support multiple opportunities to demonstrate mastery across modalities.

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

The materials include pre-assessments, post-assessments, and "Mastery Assessments" in each unit to systematically and accurately measure students' acquisition of grade-level phonics skills. These tools assess foundational skills, including phonological awareness, decoding, and sound-letter correspondence, at multiple points throughout each unit. The *Assessment Guide* provides an "Assessment Parameters" section with defined mastery thresholds for specific phonics domains. The domains include letter names, letter sounds, and handwriting. These parameters accurately measure student progress. Additional tools include teacher observation forms and student data trackers. For example, teacher note-taking sheets include structured observation fields to record qualitative data on student performance related to phonics acquisition.

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

The materials include assessment opportunities across the span of the school year with pre-assessments, post-assessments, and "Mastery Assessments" for every unit. These assessments measure phonological awareness, letter-sound knowledge, and handwriting skills. Units 1–3 use these assessments at regular intervals to monitor student growth over time. The materials embed daily formative assessments throughout lessons and use routines such as Say It, Tap It, Map It, Write/Build It, dictation, and independent practice. For example, in Lesson 1.1, students identify the letter *a* and its sound through multiple tasks that align with the lesson's objectives. The formative and summative assessments align with the phonics skills tracked by the product's progress monitoring tools. For example, the materials assess decoding CVC words during daily instruction and again in the Unit 2 "Mastery Assessment."

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 in the *Assessment Guide* and end-of-unit reflections for tracking individual student progress of foundational skills such as phonemic awareness, letter names, and handwriting.

The materials include "Assessment Parameters" that provide specific instructional actions based on defined performance thresholds. For example, the Unit 2 "Assessment Parameters" table and section for "Decoding, Encoding, and Writing CVC Words" says, "Under 80% for the assessment gives the assumption that the student begins in Unit 2," prompting to adjust instruction.

The materials include a "Mastery Assessment" page for recording correct and total number of student responses. The materials explain how this tool helps identify skills that require reteaching or enrichment.

The materials provide a "Student Data Tracker" that supports teacher-student goal setting with sections for the goal, skill focus, date, and next 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 columns for student names and each unit score.

The materials also include tracking tools such as the "Teacher Note-Taking Sheet" and "Student Data Tracker" that are designed for individual use.

The "Assessment Parameters" pre- and post-assessments and end-of-unit reflections are structured to support individual tracking rather than class-wide aggregation.

The "How to Use Assessments" section references assessing "a student's understanding," and quick checks focus on individual observations.

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, in Unit 2, students identify phonemes, decode CVC words, and recognize high-frequency words.

The "Assessment Parameters" guide teachers to accelerate instruction based on performance data. For example, "If 80% or over . . . progress to a Unit 2 skill set." 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 guidance to form small groups, reteach skills, and extend learning based on analysis of student observations and assessment results.

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." In Unit 3, lesson 1.1, this section 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 entire sections 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 14.1, the teacher script states, "This is a picture of a hat. The first sound we hear in hat is /h/," and students repeat.

The lessons use consistent language in routines such as, "Say: 'Listen as I say two words . . .'" (Unit 1, Lesson 6.2) and "Say: 'Listen to the two words, then we will clap,'" to prompt active listening.

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.1 Alphabet Knowledge (K only)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.1a	The materials present letter names and sounds in alphabetical order without using a research-based sequence that prioritizes letter frequency or relevance to early decoding.	0/2
5.C.1b	All criteria for guidance met.	6/6
5.C.1c	All criteria for guidance met.	4/4
5.C.1d	All criteria for guidance met.	6/6
—	TOTAL	16/18

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

The materials introduce letter names and corresponding sounds in alphabetical order, beginning with A in Unit 1, Lesson 1, and continuing through Z in Lesson 26. This structure is consistent and explicitly described in the *Implementation Guide*.

Each lesson includes direct instruction with modeling, anchor pictures, and keywords to connect the letter and its sound. For example, in Unit 1, Lesson 2, the materials prompt teaching /b/ with *bat*, while reinforcing with auditory and visual tools.

The systematic sequence does not reflect a research-based order prioritizing letter frequency or application in early decoding. The A–Z sequence does not build toward efficient word building aligned with early reading development.

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

The materials include explicit teacher guidance to build automaticity in recognizing uppercase and lowercase letters. For example, in Unit 1, Lesson 3.2, the materials prompt the teacher to model the formation of uppercase C. Then, the materials provide guidance for students to practice through tracing and skywriting.

In Unit 1, Lesson 1.2, the materials prompt the teacher to model lowercase *a* formation using "over and around and down" with repeated practice on sensory pads.

The materials include direct instruction for each letter's sound using sound cards and oral modeling. In Unit 1, Lesson 6.1, the materials provide guidance for students to produce the /f/ sound and practice identifying it with picture cues such as *fan* and *feather*.

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

The materials include explicit teacher guidance to provide systematic instruction for letter formation of uppercase and lowercase alphabet letters. For example, in Unit 1, Lesson 3.2, the materials prompt the teacher to model the formation of uppercase C, and students practice through tracing and skywriting.

In Unit 1, Lesson 1.2, the materials prompt the teacher to model lowercase *a* formation using "over and around and down" with repeated practice on sensory pads.

The materials include direct instruction for each letter's sound using sound cards and oral modeling. In Unit 1, Lesson 6.1, the materials guide the teacher to have students produce the /f/ sound and practice identifying it with picture cues such as *fan* and *feather*.

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

The materials provide a variety of activities to develop alphabet knowledge in isolation. For example, in Unit 1, Lesson 13.2, the materials prompt the use of tracing and identifying letters on sensory mats and letter strips with letter *M*.

In Unit 1, "Quick Checks" assess identification and writing of multiple letters, reinforcing recognition in isolation through cumulative review.

The materials provide alphabet practice in meaningful, connected print. In Unit 2, Lesson 3.1, the materials provide decodable sentences such as "I tap at the map" for students to read and apply letter recognition in meaningful text.

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 in Unit 2, Lesson 3.1, by prompting the teacher to model the /p/ sound using a sound card and guide word mapping with words such as *pat*, *tap*, and *map*.

The materials systematically introduce letter-sound relationships in an order that begins with isolated letter sounds in Unit 1, progresses to CVC decoding in Unit 2, and introduces digraphs in Unit 3 to support their application to basic decoding and encoding.

The materials provide structured routines such as Say It, Tap It, Map It, Write It that allow students to apply letter-sound knowledge through isolated word building and connected reading tasks.

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 daily lessons for addressing phoneme-to-letter misconceptions. Lesson guidance does not include prompts, scripting, or teacher notes to correct common errors within each lesson.

General feedback strategies appear in the *Implementation Guide*. There is a section called "Corrective Feedback by Skill Area," but these are not aligned to specific lesson content or skill-based instructional routines.

The materials do not provide teachers with sample responses, anticipated misconceptions, or explanatory feedback models within lessons to guide student corrections.

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 provide a variety of opportunities to develop letter-sound skills through decoding in isolation and connected text. For example, in Unit 2, Lesson 3.1, the materials include opportunities for students to decode *pat*, *tap*, and *map*. The materials also include a sentence that includes the isolated words in sentences such as, "I tap at the map."

The materials include structured routines such as Say It, Tap It, Map It, Write It and decoding strips to support isolated word practice. The materials also include opportunities for students to engage in connected reading with decodable passages like "Max the Moth" in Unit 3, Lesson 5.2.

The materials include "Quick Checks" and cumulative assessments. For example, the materials present words such as *quiz*, *wax*, and *box* for students to decode in order to reinforce decoding fluency and application of letter-sound relationships.

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 follow grade-level TEKS or incorporate a gradual progression from simple to more complex phonological awareness skills for alliteration and adding/deleting/changing sounds.	1/2
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	6/8

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 include a systematic sequence for introducing phonological awareness activities. In Unit 1, Lesson 1.1, the "Phonological Awareness Warm-Up" begins with sentence-level repetition. In Lesson 3.1, students clap for each word in a sentence, and by Lesson 5.1, they count words on their fingers.

The materials include a transition from larger to smaller units of spoken language. In Lesson 6.1, the materials guide blending compound words such as combining *tooth* and *brush* to form *toothbrush*.

The *Implementation Guide* includes a section titled "Systematic Sequence for Phonological Awareness Instruction." The section states that instruction begins with larger units of sound and progresses to phonemic awareness skills.

The materials do not follow grade-level TEKS, and incorporate a gradual progression from simple to more complex phonological awareness skills for alliteration and adding/deleting/changing sounds. The materials do include rhyming in Lesson 8.1.

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*, there is a section titled "Phonemic Awareness" that 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 activity 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	All criteria for guidance met.	3/3
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	All criteria for guidance met.	2/2
5.D.2d	All criteria for guidance met.	3/3
—	TOTAL	8/10

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 introducing phonemic awareness skills. Unit 2 introduces sound identification and blending of CVC words, progressing to digraphs and blends in Unit 3. In Unit 2, Lesson 16.1, the materials include guidance for blending phonemes in the I Do and You Do sections, followed by practice with decodable strips and word chaining activities that transition to phoneme substitution.

In Unit 3, Lesson 4.2, the materials provide explicit modeling of phoneme segmentation with the word *both* and guide students through segmenting words such as *moth*, *thick*, and *thin*. The *Implementation Guide* provides a scope and sequence that outlines a progression from identifying to manipulating phonemes across lessons.

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 instructional guidance to support explanatory feedback for common phonemic awareness errors or misconceptions. The *Implementation Guide* includes general suggestions, but does not provide specific correction strategies for frequent errors such as sound misidentification or incorrect blending.

5.D.2c – Materials include explicit (direct) guidance for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)

The materials include explicit guidance for connecting phonemic awareness to the alphabetic principle. In Unit 2, Lesson 10.1, the I Do section models the sound /k/ and connects it to the letter *k*. Each lesson includes a Say It, Tap It, Map It, Write It routine that transitions students from hearing sounds to matching letters. In Lesson 12.1, students map /m/, /u/, /k/ to letters and encode the word *muck*. In Unit 2, Lesson 4.2, students blend and build words by pushing magnets in Elkonin boxes and writing letters, explicitly linking phonemes to graphemes. The materials consistently embed encoding and decoding routines that reinforce the alphabetic principle.

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 daily phonemic awareness warm-ups and word mapping activities starting in Unit 2. The activities develop skills such as segmenting and blending.

The materials provide structured practice activities through scripted guidance. In Unit 2, Lesson 16.1, the materials prompt blending of sounds such as /b/, /a/, /g/, and include word-building with magnetic tiles. The materials include reinforcement through cumulative review. For example, Quick Check 2 in Unit 3 assesses decoding and encoding with words like *chick* and *wish*. Each lesson includes an independent application where students read and write words that incorporate current and 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. The sequence progresses from simple to complex consonant and vowel patterns across units. In Unit 2, Lesson 4.1 introduces decoding words with the /m/ sound, represented by the letter *m*, and progresses to digraphs and blends in later units. The *Implementation Guide* presents a structured phonics sequence aligned with kindergarten TEKS. Sound-spelling patterns are introduced cumulatively and in a strategic order. In Unit 2, Lesson 5.2, the Say It, Tap It, Map It, Build It routine reinforces previously taught short vowel and consonant patterns by guiding students to tap and map the sounds in a CVC word and build the word using letter tiles.

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

The materials include teacher guidance to provide explicit instruction for grade-level sound-spelling patterns through a daily "Skill-Based Phonics Introduction." In Unit 2, Lesson 4.1, the teacher script introduces the /f/ sound using a sound card and mouth formation cues, then directs students to skywrite the letter *f* and decode words with the /f/ sound from word cards.

The materials include scripted routines using the gradual release model. In Unit 3, Lesson 2.1, the I Do section provides language such as, "A digraph has two letters that make one sound," and, "We spell the /sh/ sound with the letters *sh*," followed by teacher modeling with a sound card and visual prompts.

The materials provide a consistent lesson structure to support explicit instruction through modeling, guided practice, and application of sound-spelling patterns. In Unit 3, Lesson 7.1, the materials guide instruction on the /ch/ digraph by prompting the teacher to model the sound, supporting students in identifying the sound using mirrors, and providing word cards for decoding words such as *chin* and *chop*.

5.E.1c – Materials include a variety of activities and/or resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)

The materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns through cumulative review.

Daily lessons include word mapping routines that prompt students to say, tap, map, and write sounds and words. These routines revisit previously taught patterns from subsequent lessons.

"Quick Checks," embedded within units, provide structured review and assessment opportunities that include previously introduced sound-spelling patterns.

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

The materials provide opportunities for students to decode and encode words with grade-level sound-spelling patterns in isolation and in connected text. Lessons consistently use decodable word lists (e.g., *mat, mop, mud,*) and provide decodable sentences and texts such as *Mom had a mat* to apply sound-spelling knowledge. In Unit 3, Lesson 12.2, students encode and decode words with the /m/ sound in decodable stories, and complete word-building routines during independent practice.

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 and/or resources 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 (including the use of memory-building strategies) for students 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 phonics instruction. In Unit 2, Lesson 15.1, students are introduced to the word *bed* only after receiving instruction on /b/ and /d/.

The materials include a systematic sequence for introducing irregular high-frequency words. In Unit 2, students are introduced to *I* and *like*, followed by *who* and *what* in Unit 3, aligning with the phonics scope and sequence.

The *Implementation Guide* states, "Decodable high-frequency words are introduced only when the corresponding phonics skills have been explicitly taught," and notes that only eight irregular words are taught in Unit 2 to support cognitive load.

Lessons such as Unit 3, Lesson 5.2 demonstrate this alignment by introducing the regular high-frequency words *that* and *wish* after teaching /th/ and /sh/, and the irregular word *they*, connecting it to prior phonics instruction on /th/.

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 high-frequency words. The *Implementation Guide* describes how teachers should use the Say It, Tap It, Map It, Write It routine that includes instructional guidance for teaching high-frequency words within that routine.

The materials include teacher guidance to provide explicit instruction for decoding irregular high-frequency words. In Unit 2, Lesson 21.2, the scripted lesson for *said* includes direct instructional language for identifying parts that must be learned "by heart."

The materials include teacher guidance to provide explicit instruction for encoding regular high-frequency words. The *Implementation Guide* directs teachers to use the Say It, Tap It, Map It, Write It routine for encoding support through dictation and sentence writing.

The materials include teacher guidance to provide explicit instruction for encoding irregular high-frequency words. In Unit 3, Lesson 5.2, a call-out box guides the teacher to explain the /ā/ sound represented by *ey* in *they*, and students encode the word in a sentence dictation.

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 activities to develop decoding and encoding skills through the High-Frequency Word Mapping routine. In Unit 3, Lesson 24.2, students decode and encode *stop*, and encode a sentence with the word.

The materials include activities to practice decoding and encoding high-frequency words. In Unit 3, Lesson 3.1, students decode them in isolation and within the sentence, "I did not see them in the dim den." In Lesson 10.2, they encode, "Who was here with Seth?," using irregular words *who* and *was*.

The materials include activities that reinforce decoding high-frequency words through cumulative review. The *Implementation Guide* explains that sentence strips, decoding sheets, and decodable passages spiral previously introduced high-frequency words such as *said* and *into* in Unit 2, Lesson 21.2.

The materials do not include a variety of activities to reinforce encoding regular and irregular high-frequency words. There is no consistent cumulative structure for encoding beyond individual lessons.

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 strategies and activities for reading and writing high-frequency words in isolation. In Unit 2, Lesson 18.2, the lesson script directs students to use Elkonin boxes and magnetic tiles to read and write words like *run*, *red*, and *see* using the Say It, Tap It, Map It, Build It routine.

The materials include a variety of resources for reading high-frequency words in connected text. In Unit 3, Lesson 15.2, the decodable passage includes previously taught high-frequency words such as *can*, *this*, *said*, *they*, and *what*, supporting repeated exposure in meaningful contexts.

The materials include only one activity for encoding high-frequency words in connected text. In Unit 2, Lesson 14.2, the "Wrap-Up" section provides a dictated sentence, "I see his red rig," including both regular and irregular high-frequency words for application.

The materials do not include a variety of activities and/or resources to encode high-frequency words.

The materials include decodable sentence strips in the "Skill-Based Phonics Review" to support reading high-frequency words in connected text. In Lesson 14.2, the decodable strip includes the words *I*, *dog*, *big*, and *got*, and the script prompts reading with a partner as a reinforcement activity.