

Hand2mind, Inc.

English Phonics, 1

Phonemic Awareness and Phonics Toolkit Intervention: Foundational Skills–Grade 1

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798899380242	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%	Noncompliant	Flags Addressed	26	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	17 out of 28	61%
2. Progress Monitoring	22 out of 26	85%
3. Supports for All Learners	18 out of 27	67%
4. Phonics Rule Compliance	28 out of 31	90%
5. Foundational Skills	86 out of 108	80%

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	2
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	All criteria for guidance met.	4/4
1.1b	All criteria for guidance met.	2/2
1.1c	The materials do not explain how concepts build on one another across the course.	1/2
1.1d	The materials do not provide unit internalization or mention how the units are connected.	1/2
1.1e	The materials do not provide resources or guidance for instructional leaders to support teachers.	0/2
—	TOTAL	8/12

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

The *Phonemic Awareness and Phonics Toolkit Implementation Guide* includes a scope and sequence that outlines the order of the English Language Arts and Reading (ELAR) standards for the Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) for each lesson. The materials identify key literacy concepts, including phonological awareness, phonemic awareness, phonics, and consonant digraphs.

The scope and sequence correlate the TEKS to the ELPS, and the concepts taught throughout the year are organized in separate charts, divided by lesson. This organization helps teachers document specific standards and concepts addressed in lessons throughout the year. For example, in grade 1, teachers begin with a pre-assessment before starting lesson 1, which focuses on isolating phonemes.

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* includes a suggested *Pacing Guide for Intervention – Foundational Skills*. The guide is organized by day, lesson, and topic across the school year. It supports yearlong planning by outlining when to use alternative word lists, administer quick checks, and review previous lessons.

The *Pacing Guide* provides optional instructional calendars for 165, 180, and 210 days. Each option includes a "Review Data Directions" section with practical suggestions drawn directly from the materials.

The *Standards Alignment* charts identify the grade 1 TEKS addressed in each lesson. This alignment enables educators to design targeted small-group interventions that directly address specific grade-level standards.

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 *Implementation Guide* provides a rationale for the order of instruction based on a research-based scope and sequence.

The "How to Use Phonemic Awareness and Phonics Toolkit, Intervention: Foundational Skills" section explains each part of the lesson in the *Foundational Skills Teacher Guide*. The materials do not include a rationale for the order of the units.

The materials include some connections between foundational skill components. Phonological awareness is defined as the starting skill. The phonemic awareness and phonics sections describe how each skill connects to the one before it.

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

The "How to Use Phonemic Awareness and Phonics Toolkit, Intervention: Foundational Skills" section supports teachers in internalizing lessons by providing pre-teaching routines, corrective feedback routines, phonological routines, phonic routines, oral language routines, and accommodations.

In the "Introduction to Pre-Teaching Routines" section of the *Implementation Guide*, the materials provide instructions on using the I Do, We Do, You Do format to structure lesson delivery.

The materials include guidance to support lesson internalization, but do not include protocols or guidance for unit internalization or for understanding how units connect.

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

The materials do not include resources or guidance designed for instructional leaders. The *Implementation Guide* provides sample lessons to support lesson delivery; however, this support is directed toward lesson implementation rather than instructional leadership.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	2/2
1.2b	The materials do not contain support for families in Spanish or English.	0/2
—	TOTAL	2/4

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 *Phonemic Awareness and Phonics Toolkit—Intervention* provides a clear unit overview and specific background knowledge for each unit.

The "Pre-Teaching" section of the *Implementation Guide*, along with the phonological routines, explains how materials are used to implement each lesson. The routine cards in the materials support students by helping them connect what they already know to new skills. Each card includes consistent language and steps that reinforce prior learning. This structure helps students build on familiar routines while developing new phonemic awareness and phonics concepts.

The *Implementation Guide* provides a "Unit Summary" that contains Key Concepts, Why It Matters, Instructional Considerations, and Academic Vocabulary for each unit.

1.2b – Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

The *Phonemic Awareness and Phonics Toolkit—Intervention* is only provided in English. The materials do not support communicating student progress to families, offer strategies or tools for reinforcing foundational skills, or provide toolkits that can be used at home.

The materials do not provide family-facing resources or supports in English or Spanish, which limits families' ability, particularly Spanish-speaking families, to effectively support their child's reading development outside the classroom.

The *Teacher Guide's* "Assessment Score Sheets" may be used by teachers to communicate with families about the skills their students have learned.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	All criteria for guidance met.	4/8
1.3b	The material does not provide suggested timing for each lesson component.	2/3
1.3c	All criteria for guidance met.	1/1
—	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).

The materials include standards alignment for each grade level. The *Implementation Guide* lists the 2009 ELPS by grade. While content standards are aligned across lessons, the materials do not include lessons or activities specifically designed to support mastery of language standards.

The *Teacher Guide* lesson plans provide content to support the implementation of grade-level instruction. Each lesson includes a daily learning objective aligned to the TEKS. Tasks follow a gradual release of responsibility model and offer differentiation options, including alternate activities, enrichment extensions, and support for emergent bilingual (EB) students.

The lesson cards and "Phonological Awareness and Phonics Routines" provide scripted questions that are aligned with the lesson objectives. The materials use a structured I Do, We Do, You Do format. Skill-based questions appear during the We Do and You Do phases and are used for informal checks for understanding. Differentiation options are included to guide instructional adjustments.

The materials do not include questions designed to support specific language objectives aligned to the ELPS. For example, Lesson 56: "Inflectional Endings," includes an objective aligned with TEKS 1.7C, a list of materials, and tasks such as finger stretching, segmenting with Elkonin boxes, and identifying the /s/ sound. These structured oral tasks support the mastery of phonological awareness but do not include language objectives or questions that promote academic language development.

In Lesson 1: "R-Controlled Vowel ar," the materials provide an objective aligned to TEKS 1.2.B.vi and 1.2.C.i, along with required materials. Tasks such as segmenting words with Elkonin boxes, colored chips, and word cards support the objective. The lesson does not include an assessment to measure mastery of the stated objective.

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

The *Implementation Guide* states that each lesson takes about fifteen minutes and explains the benefits of that duration. Suggested timing for each lesson part is not included.

The *Implementation Guide* section, "Introduction to Phonemic Awareness and Phonics Toolkit Intervention: Foundational Skills," lists the materials needed for most lessons. For example, the materials state that most lessons will need dry-erase markers, whiteboards, Elkonin boxes, letter/sound cards, etc.

The materials include clear lists of teacher and student materials necessary for effective lesson delivery. For example, Lesson 4 requires dry-erase boards and markers, write-on/wipe-off Elkonin boxes, colored chips, and Reading Rods. Word Cards 203–20 are included in the lesson materials to support the segmenting and blending of phonemes. The materials are well-organized and aligned with lesson objectives. The lesson materials do not include suggested time allocations for each activity or component. Without a pacing guide or time recommendations, instructional time may be unevenly distributed—this can affect lesson flow and reduce student understanding.

The lessons outline how to utilize the necessary teacher materials to deliver the lesson effectively. For example, the *Implementation Guide* outlines the process for providing corrective feedback in the "Corrective Feedback in Action" section.

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

The *Implementation Guide* includes an explanation for extending the lessons beyond fifteen minutes. The materials offer targeted support for English learners (ELs), advanced students, and at-risk students.

The materials provide "Opportunities for Extension" activities beyond the fifteen-minute time frame for students. The extension activities include multilingual students who require additional targeted support and reinforcement. Examples of extension support include additional modeling or guided practice, repetition, visual aids, or applying skills to writing. For example, in Lesson 4, the material provides clear guidance for extended practice through differentiated activities, such as partner tasks, Elkonin box practice, and an EL support component. These elements support enrichment and enable students to reinforce their understanding of the -s inflection across various contexts.

In Lesson 4's "Phonemic Awareness" section under EL Support, the materials include an activity where students identify classroom examples, such as pencils, books, computers, and desks. In the Exceeding section, the materials instruct students to work with a partner to list singular nouns they know and add -s, using boxes to separate the sounds.

In the Approaches section, the materials instruct students to raise their hands when they hear the /s/ sound as the teacher stretches out the sounds in each word.

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 provide diagnostic assessments at the lesson level.	7/9
2.1b	All criteria for guidance met.	2/2
2.1c	The materials do not include guidance for the accurate administration of assessments.	1/2
2.1d	All criteria for guidance met.	6/6
2.1e	All criteria for guidance met.	2/2
—	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 *Phonemic Awareness and Phonics Toolkit—Intervention's* "Foundational Skills" section includes various assessments to track student learning over time. Diagnostic tools, such as the "Phonological and Phonemic Awareness Skills Assessment," are administered three times a year. The assessment establishes baseline skills, measures growth, and informs adjustments to instruction. The program also provides ongoing progress checks, including printable word list assessments aligned with the phonics skills taught in lessons. The assessments involve oral reading and teacher-recorded accuracy to determine student mastery and determine reteaching needs.

The materials include instructional assessments aligned to the pacing calendar. The *Assessment Guide* provides a pacing chart that specifies when each evaluation is administered. For example, the materials schedule Quick Check Assessment 10: "Short and Long a & Encoding and Decoding Long a" after Lessons 20–21.

The materials include formative assessments as part of daily instruction through Quick Check Assessments. Each evaluation consists of five targeted questions and is based on specific lessons. The materials use these assessments to support instructional planning by identifying student progress and guiding next steps.

The grade 1 materials include a variety of lesson-level instructional assessments that support both formative and summative purposes, though summative assessments are not consistently present at the individual lesson level. Formative assessments are embedded throughout daily instruction and vary in both task and question type. Lessons incorporate hands-on activities such as segmenting and blending

with Elkonin boxes, decoding with manipulatives, oral practice, choral response, and Turn & Talk. The lessons include informal checks for understanding, including thumbs up/down, guided practice, and differentiated prompts. These formative tools are flexible and responsive to student needs.

The materials include unit-level summative assessments but do not provide unit-level diagnostic assessments.

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

In the *Phonemic Awareness and Phonics Toolkit Assessment Guide*, the overview section describes the instructional assessments provided. It outlines the purpose of each assessment to help grade 1 teachers guide instruction and build foundational reading skills. It defines Spiral Review Assessments as broader checks that review several skills taught over time, like in Quick Check Assessment 6: "Initial and Final Consonant Digraph ch."

The *Assessment Guide* includes definitions of the three forms of assessments: Quick Check, Spiral Review, and "Teacher Guide Assessment." The Quick Checks are five-item, multiple-choice assessments aligned to the skills taught in individual lessons. For example, Quick Check 16 assesses short and long vowel sounds and follows Lessons 33–35. This assessment evaluates student understanding of vowel patterns and helps determine the need for reteaching or reinforcement.

The *Assessment Guide* identifies the skills being evaluated and outlines when assessments should be administered. This aligns with the intended purpose of the assessments. The materials do not include time expectations for administration. A suggested script or protocol is not provided. The guide does not specify whether assessments should be administered individually or in small groups.

The *Teacher Guide* outlines the purpose of informal assessments used for progress monitoring within the We Do and You Do sections of each lesson. The materials also include formal assessments administered at the beginning, middle, and end of the year. Tools for ongoing progress monitoring are provided to support data collection throughout the school year.

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

The *Assessment Guide* provides guidance on when and how to administer the Quick Checks and Spiral Review Assessments. It recommends using a quiet, distraction-free setting for all assessments. Teachers administer Quick Checks after individual lessons, as indicated in the pacing guide. Spiral Review Assessments follow multiple lessons and assess a broader range of skills. The guide also includes a scoring sheet to help determine whether students need additional intervention.

The *Implementation Guide* outlines an Effective Lesson Delivery Framework with structured routines and clearly stated lesson objectives. This framework promotes consistent instructional and assessment practices across teachers and classrooms by providing scripted support and routine cards, also used in formative assessments.

Multiple-choice questions in both Quick Check and Spiral Review Assessments are accompanied by an answer key, which standardizes scoring and reduces errors.

The *Phonemic Awareness and Phonics Toolkit Assessment Guide* presents three types of assessments, each with multiple-choice items and corresponding answer keys.

The *Assessment Guide* identifies the skills that can be evaluated and when assessments should be administered. This aligns with the intended purpose of the assessments. The materials do not include time expectations for administration. A suggested script or step-by-step protocol is not provided. The guide also does not specify whether assessments should be conducted one-on-one or in small groups.

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

The formal assessment offered in the book, which is intended for use as a diagnostic, is not explicitly stated to be aligned with any one unit, lesson, or set of the TEKS. Instead, the diagnostic assessment focuses on chunked lesson objectives instead of individual, isolated objectives.

The materials provide flexibility in creating and adjusting formative assessments, allowing teachers to tailor evaluations to specific TEKS or instructional objectives as needed.

Summative assessments for first grade synthesize learning across multiple objectives, such as decoding vowel teams and recognizing inflectional endings, enabling teachers to confirm student readiness for subsequent content. These assessments are not tied to individual lessons or units but are instead grouped to evaluate cumulative understanding every three to four lessons. The grade 1 lesson, "Initial and Final th – Identify Sounds," integrates formative assessment into phonemic awareness and fluency tasks. For example, the You Do section includes choral reading of the sentence "We think Miss Smith is with them," with modeled and practiced phrasing.

The *Implementation Guide* illustrates how each grade 1 lesson aligns with the TEKS. The *Assessment Guide* instructs teachers to informally assess student understanding during the We Do and You Do sections of each lesson. Since the lessons follow the TEKS, these informal checks serve as formative assessments. For example, Lesson 24 asks students to decode words with all long /a/ and long /i/ patterns, which aligns with the first-grade TEKS on decoding long vowel words.

The formative and summative assessments are aligned with the TEKS and lessons listed in the pacing chart. For example, Quick Check 10 is given after Lesson 20: "Short/Long i," and Lesson 21: "Encoding/Decoding long a."

Diagnostic assessments are aligned to the TEKS, but are not explicitly stated in each evaluation.

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

The grade 1 instructional assessments demonstrate at least two distinct levels of complexity. One example is an item asking students to decode simple closed syllables, requiring basic decoding skills. A more complex item involves decoding multisyllabic words with vowel teams, which demands advanced phonics application and syllable awareness.

Assessments include encoding words with inflectional endings (e.g., -s and -ed), which combines phonics and morphological knowledge, increasing task complexity. This example highlights a tiered approach to assessment complexity that aligns with students' development of reading and spelling skills.

The *Phonemic Awareness and Phonics Toolkit Implementation Guide* aligns its content with the grade 1 TEKS, even though the lessons themselves are not grade-specific. The *Assessment Guide* encourages teachers to observe student understanding during guided and independent practice. The curriculum offers tasks with increasing complexity, providing more than two levels of challenge to reflect students' developing phonemic awareness skills.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	The materials do not provide guidance on interpreting student performance.	1/2
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
—	TOTAL	4/5

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

The *Phonemic Awareness and Phonics Assessment Guide* includes a "Scoring Guide" for both the Spiral Review and Quick Check assessments. The answer keys provide correct responses, but they do not include guidance for interpreting student performance.

The materials include a variety of assessments, such as Quick Checks, Spiral Reviews, and Teacher Guide Assessments, used to evaluate students' phonemic awareness and phonics development. The assessments are accompanied by answer keys and a Scoring Guide Table. The Scoring Guide Table categorizes performance as Exceeds, Meets, or Approaching, based on percentage scores. Each category includes general next-step guidance aligned with differentiated instructional paths, for example, reteaching with Approaching activities or advancing with Exceeding components.

Scoring information is provided in a table format in the *Assessment Guide*. The materials give scoring feedback that explains performance levels, scores, percentages, and next steps for Quick Checks and Spiral Reviews. For example, the materials classify a score of 0 to 3 as the Approaching performance level. Lessons and assessments outlined in the *Teacher Guide*, along with the corresponding Approaching activities, align with this performance level.

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 guidance for adjusting instruction based on assessment trends and observed performance patterns. Each lesson, such as the one on the inflectional ending -s, includes differentiated tasks aligned to identified performance levels. The lesson prompts instructional adjustments, such as isolating the -s or introducing multiple -s sounds, depending on assessment data. These embedded options support flexible instruction that addresses learning gaps or extends mastery.

The *Phonemic Awareness and Phonics Assessment Guide* includes Scoring Guide Table 1. This table shows clear score ranges for performance levels on Spiral Review and Quick Check assessments. The materials

direct teachers to use differentiated lesson paths based on these scores. The differentiated paths include Approaching and Exceeding activities, as indicated in the lesson's blue boxes.

The materials provide specific guidance for teachers on how to respond to assessment data trends. Each lesson includes differentiated tasks aligned to defined performance levels. These features support instructional adjustments and allow targeted responses based on observed needs. The materials direct users to reference Quick Check assessment data and the Scoring Guide to inform grouping decisions and select appropriate tasks.

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 tools for tracking and analyzing progress, such as Quick Checks, Spiral Assessments, Progress Monitoring, and assessment score sheets. The materials do not include tools for self-assessment or goal setting. The lack of these tools limits opportunities for reflective practice and ownership of learning.

The *Teacher Guide* includes a Student Score sheet that tracks progress by specific skills taught in each lesson. Each section lists the number of tasks and allows the teacher to mark scores. For example, in Section 8: "Initial, Medial, and Final Sounds," each skill has a maximum score of 2 (i.e., 2/2). The materials do not provide a scoring guide to explain what the scores mean or how to determine performance levels.

The Score Sheet aligns with lesson skills and shows individual growth over time. The materials do not offer guidance for using this data to interpret overall student performance.

The materials do not include student-facing tools for students to track their own progress.

3. Supports for All Learners

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

3.1 Differentiation and Scaffolds

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	The materials do not provide teacher guidance for differentiated instruction or scaffolded lessons.	1/3
3.1b	The materials do not include preteaching or embedded supports for textual references.	1/2
3.1c	The materials do not provide teacher guidance for differentiated instruction or scaffolded lessons.	1/2
—	TOTAL	3/7

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

The materials include differentiated activities for students who have not yet reached proficiency in grade-level content and skills. Each lesson includes a blue box with optional supports, such as Phoneme Phones, Elkonin boxes, and additional practice examples. The materials include hands-on decoding activities. For example, one lesson directs students to use Reading Rods to map phonemes in words like *brow* and *now*. Another lesson recommends Elkonin boxes and chips to support sound segmentation and blending. The materials present separate lessons for phonemic awareness and phonics. These lessons address similar diphthong patterns but are not paired or explicitly scaffolded.

The lessons follow a gradual release model (i.e., I Do, We Do, You Do) but do not sequence instruction across lessons to build targeted skill support. The materials do not include teacher guidance for scaffolded instruction or differentiated pathways based on student proficiency.

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

The materials include lessons with sample words and sentences that may be unfamiliar to grade K–2 students. In some lessons, these words are described, and examples are given for students to understand. For instance, in Lesson 2: "Final Consonant Blends," the academic term *blend* is defined as two consonants that are together, but each makes its own sound.

The accommodations section of the *Implementation Guide* provides instructions on defining the meanings of prefixes and suffixes for students.

No evidence of pre-teaching or embedded support for references. There are embedded supports for unfamiliar vocabulary.

The materials do not provide guidance or embedded supports for pre-teaching figurative language, idioms, or 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 *Implementation Guide* offers general suggestions for extending instruction for advanced learners. It recommends word study, sentence dictation, and multisensory word-building activities to deepen understanding.

The materials include some extension activities for students who have mastered grade-level skills. For example, Lesson 14: "Closed Syllables," suggests using five-letter CCVCC words such as *grant* to identify and count sounds.

The materials do not include structured guidance for delivering or adapting these activities. The materials do not provide embedded enrichment tasks that support higher-level application or expanded concept development.

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 materials include explicit prompts that help model and explain concepts. Each lesson consists of an I Do and We Do section as part of the gradual release of responsibility. These sections enable the teacher to demonstrate the concept using prompts such as *say, ask, show, point, underline*, and other verbs that support the teacher in modeling and explaining the lesson.

The "Phonological Awareness" routines guide each phonological awareness skill and give specific examples that support lesson delivery. The section on "Rationale for Utilizing Routines in Explicit Phonics Instruction" also guides "Strengthening Learning through a Multimodal Approach," which includes visual, auditory, kinesthetic, and tactile activities.

The "Phonics Routines" section of the *Implementation Guide* provides step-by-step instructions on how to model segmenting and blending words using Reading Rods. The lesson includes sample language. For example, this involves introducing the word *at* by identifying the sounds /ă/ and /t/, and then building on that by adding a new sound to create *cat*. The guide outlines how to identify individual sounds in words and how to build and read new words during independent practice.

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

The materials encourage the incorporation of differentiated supports for students who need additional practice. These supports include slowly elongating words and prompting students to blend phonemes orally, which adds an auditory processing strategy to support phonological awareness.

The materials include phonemic awareness lessons that use Elkonin boxes and chips to blend and segment sounds. Lesson 16: "Digraphs," uses Elkonin boxes and chips to guide students in blending and segmenting words with the consonant digraph /sh/.

The materials include teacher guidance and recommendations for effective lesson delivery. Each lesson consists of the gradual release of responsibility, which enables the teacher to model, provide support,

and offer practice before the student works independently. The materials also provide a variety of engaging activities, such as game-like activities and hand/arm movement, to reinforce skills.

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

The materials support whole-group instruction but also suggest adaptations for small groups or individual learning. The Exceeding section encourages independent work, which could be implemented in individual or small-group settings.

Lesson 47 of the *Teacher's Guide* includes guided and independent practice. In the We Do portion, choral reading is used to practice accuracy and expression. The You Do portion includes independent rereading of mixed word cards to reinforce fluent word recognition.

The materials provide multiple types of practice using the gradual release model. In the "R-Controlled Vowels /er/ir/ur/" lesson, guided practice is supported during the We Do section, and independent practice is provided in the You Do section. The lesson incorporates collaborative practice as students work with a partner using Phoneme Phones to monitor each other's fluency and accuracy while reading with expression.

The materials include clear, scripted guidance in each lesson. Lessons include prompts like "say" to provide explicit, step-by-step instructions that help teachers model and facilitate activities effectively.

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 provide embedded support for comprehension or cross-linguistic or written discourse.	3/8
3.3d	This guidance is not applicable to the program.	N/A
—	TOTAL	6/11

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

The materials include sentence stems and practice tasks across lessons. These supports are present throughout, but are not linked to specific English language proficiency levels. The materials provide visual models, gestures, and phoneme-stretching strategies to support oral language. In the "Suffix -ing" lesson, the materials prompt a slowed blending pace to aid comprehension.

The materials include sentence dictation and writing activities to promote academic language.

The materials provide linguistic accommodations that align with specific English proficiency levels or ELPS descriptors.

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

The *Teacher Implementation Guide* includes suggestions for linguistic accommodations for multilingual students.

The materials provide explicit implementation guidance aligned to state-approved bilingual or ESL program models. For example, the guide notes that "instruction may extend" for multilingual students who require visual aids, gestures, or additional modeling.

Lessons in the *Teacher Guide* include EL Support notes that suggest providing images to help students understand words.

The *Implementation Guide* lists the ELPS connections for lesson objectives.

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

The materials provide embedded guidance to support emergent bilingual students through oral discourse. In the "Long and Short a" lesson, students repeat phoneme patterns (e.g., *tap* vs. *tape*). The "EL Support" prompts students to act out words like *wave* and *bake*. The lesson components support the development of academic vocabulary and background knowledge through oral discourse.

The materials include opportunities for EB students to listen and repeat or respond to the teacher and peers using the academic language associated with the phonological/phonics skill lessons. The materials do not provide opportunities for students to develop vocabulary practice through written discourse.

There is also no evidence of written discourse support for academic vocabulary, comprehension, background knowledge, or cross-linguistic connections.

The materials include general EL Support notes, such as using visuals. The materials do not include support for cross-linguistic transfer.

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

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

4. Phonics Rule Compliance

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

4.1 Explicit (Direct) and Systematic Phonics Instruction

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	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 grade 1 materials include systematic phonics instruction. The *Implementation Guide* divides instruction into four strands: "Short Vowel Closed Syllables," "Consonant Digraphs," "Long Vowels," and "Inflectional Endings." The *Standards Alignment* table presents a clear sequence, beginning with short vowels and progressing through digraphs, long vowels, inflectional endings, contractions, trigraphs, high-frequency words, and R-controlled vowels.

The grade 1 materials provide a structured lesson sequence that progresses from simple to complex phonics skills. The *Pacing Guide* begins with phoneme isolation and progresses to tasks such as decoding long vowels. The TEKS alignment charts mirror this progression.

The grade 1 materials demonstrate sequenced instruction in the *Intervention Foundational Skills Pacing Guide*. In the "Phonological and Phonemic Awareness and Short Vowel Closed Syllables" section, lessons begin with isolating, blending, and segmenting phonemes, then move to decoding and encoding CVC words. The "Long Vowels and Irregular Consonants" section introduces vowel-consonant /e/ patterns and long vowel syllables.

The grade 1 materials offer sequential intervention lessons as outlined in the "Standards Alignment for Intervention: Foundational Skills" section of the *Implementation Guide*. The sequence moves from blends to consonant digraphs, reflecting a progression from less to more complex phonics concepts.

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 grade 1 materials include explicit phonics practice in isolation through direct instruction routines that follow an I Do, We Do, You Do structure. Lessons consistently provide word lists and Elkonin box activities to target specific phonics patterns, such as short and long vowels, digraphs, and blends. For example,

lessons include blending and segmenting activities using words like *map*, *ride*, and *chain*, which reinforce sound-symbol correspondence in isolation.

The grade 1 materials include a variety of explicit practice opportunities for learning phonics skills in isolation. For example, each lesson states its objective, employs the gradual release of responsibility as the primary delivery method, and includes a separate section on corrective feedback actions. The materials also provide ongoing practice through decodable text, as evidenced in the Fluency portions of the lessons.

The materials offer opportunities for ongoing practices through decodable text. The materials provide a Fluency section within each lesson. For example, in Lesson 10, the material provides a decodable sentence that allows students to practice the skill taught and also develop fluency.

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 grade 1 materials provide daily explicit phonics instruction using the gradual release model. In Lesson 16, the Fluency section prompts the teacher to model expressive reading by demonstrating how to read the sentence "The fish will brush the sand off the shell" with expression.

The grade 1 lessons include clear teacher modeling in each of the four lesson sections. Every section contains an I Do component that demonstrates the targeted skill. In Lesson 10: "Short i," the materials provide scripted steps to segment and blend the word *bib* using chips and a wand, supporting phoneme isolation and blending.

The grade 1 materials structure daily lessons to support teacher modeling through I Do and We Do sections. Each lesson includes scripted prompts that support teacher modeling and provide step-by-step language to guide student engagement and scaffold learning.

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

The grade 1 materials include prompts for affirming feedback during guided practice. For example, in a decoding lesson on inflectional endings, the teacher asks questions like "Did you hear any inflectional endings?" and "How many sounds did you hear?" These prompts support student engagement and understanding. The lesson includes scripted corrective feedback and clear steps for addressing student errors.

The grade 1 lessons include scripting for delivering corrective feedback. The materials offer opportunities for teacher modeling and student practice. The material guides teachers on how to respond when students make decoding errors or misunderstand inflectional endings.

The *Implementation Guide* includes a "Corrective Feedback Routines" section that recommends addressing errors immediately. The grade 1 lesson materials provide specific examples and guidance on how to implement these routines during instruction.

The grade 1 materials include resources that explain the importance of immediate feedback and offer suggestions for differentiating instruction. The daily lessons provide scripted language and specific strategies for affirming or correcting student responses during instruction.

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

The grade 1 materials include We Do instructional sections that prompt whole-group responses, such as choral blending. For example, in the "Decode Inflectional Endings -s, -ed, -ing" lesson, students blend words like *eating* and *hopped* with teacher guidance. However, the materials do not specify structures for collaborative learning in pairs or small groups.

The grade 1 materials provide guided practice during the We Do phase. In Lesson 21, the teacher models how to chunk a sentence for fluency, then leads the class in reading the sentence aloud together. The teacher modeling supports shared reading. The grade 1 materials include guided practice opportunities during instruction. Each lesson includes structured collaboration in pairs, trios, or small groups.

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	The materials do not provide practice opportunities using only phonics skills that have been explicitly taught.	0/1
4.3c	All criteria for guidance met.	1/1
4.3d	All criteria for guidance met.	2/2
—	TOTAL	5/6

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

The grade 1 materials provide intentional cumulative phonics review through a systematic series of Quick Check and Spiral Review Assessments outlined in the *Assessment Pacing Guide*. These assessments revisit previously taught phonics skills alongside newly introduced ones, ensuring that instruction does not occur in isolation. For instance, Quick Check Assessment 11 reviews both short and long /i/ patterns, building on skills taught in earlier lessons.

Daily grade 1 lessons provide structured phonics practice activities that support skill development and retention. For example, the "Decode Inflectional Endings" lesson includes building and reading words with *-s*, *-ed*, and *-ing* using Reading Rods. This activity is repeated and extended as students construct additional word pairs such as *greet/greeting* and *waited/waiting*. These targeted practice tasks appear regularly in the instructional materials and serve to reinforce current objectives.

The grade 1 materials include intentional cumulative phonics review across the curriculum. The *Pacing Guides* embed Quick Check and Spiral Review opportunities after multiple lessons to monitor student understanding. The materials also provide word lists for reviewing skills not yet mastered before introducing new concepts.

The grade 1 materials include intentional practice opportunities throughout the curriculum. The lessons include a variety of practice modalities, such as the use of manipulatives like Elkonin boxes, magnetic wands, Reading Rods, dry-erase boards, reading into a phoneme phone, and word cards for either independent or partner reading. These practices are consistently used throughout the curriculum.

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

The grade 1 materials provide consistent opportunities to practice phonics skills that have been explicitly taught. The We Do and You Do lesson sections align directly with the skills addressed during instruction.

The grade 1 materials occasionally introduce words with phonics patterns not yet taught. For example, in the "Digraph ch" lesson, students build and read *batch* and *catch*, which include the trigraph /tch/ before it is formally introduced. The grade 1 materials embed multisensory practice to support and reinforce phonics instruction. In kindergarten, students engage in movement-based tasks. In grade 1, lessons incorporate manipulatives and printed materials.

The grade 1 material does not provide practice opportunities using only phonics skills that have been explicitly taught.

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

The grade 1 materials include decodable sentence cards and connected text passages that offer cumulative phonics practice. For example, in the "Decode Inflectional Endings" lesson, the sentences "She is hopping on the mat" and "We are jumping on the mat" are provided to practice decoding skills and applying word endings. Also, the sentence reflects previously taught phonics patterns.

The grade 1 lessons include a Fluency section that provides cumulative review through sentence reading, word lists, and high-frequency word practice. These activities follow instruction and reinforce previously taught skills in connected text.

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

The grade 1 materials include decodable sentence cards and connected text passages that offer cumulative phonics practice. For example, in the "Decode Inflectional Endings" lesson, the sentences "She is hopping on the mat" and "We are jumping on the mat" are provided to practice decoding skills and applying word endings. Also, the sentence reflects previously taught phonics patterns.

The grade 1 lessons include a Fluency section that provides cumulative review through sentence reading, word lists, and high-frequency word practice. These activities follow instruction and reinforce previously taught skills in connected text.

4.4 Assessments

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

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

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

The *Phonemic Awareness and Phonics Toolkit Assessment Guide* includes developmentally appropriate assessments. The assessments follow the order of instruction, starting with basic skills, such as blends, and progressing to more challenging skills, including consonant digraphs and vowel teams. These assessments support reading skills development.

The materials feature a developmentally appropriate assessment tool, including phoneme blending, segmenting, and substitution activities. These exercises involve auditory processing skills, focusing on blending individual sounds to form words, breaking words into phonemes, and substituting sounds to create new words. The tasks are designed with a multisensory approach, encouraging kinesthetic responses, such as finger tapping or oral repetition. These interactive, sensory-rich activities meet the developmental needs, supporting their progression in phonemic awareness and decoding.

The materials include a variety of developmentally appropriate assessment tools. For grade 1 students, demonstrating understanding can be achieved by matching letters and pictures, pointing, clapping, chanting, and building words. These types of formative assessments allow for demonstration of their learning with immediate feedback opportunities.

The grade 1 materials require oral responses to multiple-choice questions that align with the sequence of skills taught. The Quick Checks and Spiral Reviews monitor instruction across the continuum of skills. The materials use these tools to support instructional adjustments based on student performance.

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

The *Phonemic Awareness and Phonics Toolkit* includes a consistent "Progress Monitoring Student Score Sheet," designed to systematically measure phonics skills. The tools assess core grade-level areas, including decoding short vowel words, consonant digraphs, and long vowels. Each section includes

individual, repeatable tasks (e.g., decoding *when*, *math*, or *chop*), with (+/-) recording formats that help educators track mastery of specific phonics patterns over time.

Progress monitoring tools are intended for repeated use throughout the year, allowing teachers to document student growth and plan differentiated instruction based on evolving needs. The acquisition of grade-level phonics is accurately measured by assessment tasks that allow for clear and observable student responses. The word lists used in progress monitoring (e.g., *fit*, *flop*, *shut*) are developmentally appropriate and aligned to grade-level decoding expectations.

The *Phonemic Awareness and Phonics Toolkit Teacher Guide Intervention's* "Foundational Skills" component offers progress monitoring tools for individual students in grade 1. This progress monitoring tool helps teachers track growth in early reading skills.

The materials include progress monitoring assessments. These short assessments follow skill lessons, allowing for immediate measurement of student understanding.

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

The materials include formal and informal assessments integrated throughout the school year, beginning with diagnostic tools and continuing with formative assessments embedded in instruction. Checkpoints at the beginning, middle, and end of the year provide opportunities to assess phonological and phonemic awareness skills.

The content and structure of the assessments are aligned with the progress monitoring tools. For instance, phonics word lists used in assessments mirror those in the progress monitoring sheets (e.g., *cup*, *math*, *back*), using the same response formats and scoring conventions.

The *Teacher Guide's* "Intervention: Foundational Skills" includes a Progress Monitoring Score Sheet to assess grade 1 students' decoding skills, such as reading short vowel closed syllable words and decoding long vowel or irregular consonant words.

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	The materials do not provide data management tools for tracking whole-class progress.	0/2
4.5c	All criteria for guidance met.	2/2
4.5d	All criteria for guidance met.	1/1
—	TOTAL	4/6

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

The *Teacher Guide* in the *Phonemic Awareness and Phonics Toolkit Foundational Skills* includes progress-check sheets. The sheets are organized by skill and are used to track progress. The materials provide a basic system for monitoring progress and planning instruction based on skill development.

The materials include Quick Checks and Spiral Assessments, which are scheduled throughout the pacing calendar. These tools are used to monitor each student's progress in phonics and phonological awareness. In this guide, a Scoring Table helps teachers interpret student scores and suggests small-group lessons or differentiated activities based on individual needs.

The Student Score Sheet is a data-management tool organized by phonological awareness and phonics skills. The materials do not consolidate data across skills or assessments. The score sheet allows users to view results and make instructional decisions based on individual skill performance.

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

The materials provide a data-management tool for tracking individual student data through the use of the Student Score Sheet. The material does not provide a tool for tracking whole-class analysis of strengths or needs.

The materials include Score Sheets used to note patterns in performance. The Score Sheets identify common errors and include lesson-level suggestions for grouping. The materials use these sheets to target recurring misconceptions. The score sheets are not designed for whole-class analysis; however, the materials provide information that can help identify trends across the class.

The Spiral Review Answer Keys help identify which phonological skills are generally strong or weak across the class. The materials guide teachers in adjusting pacing, reteaching skills to the whole class, or targeting frequently missed concepts in upcoming lessons.

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

Grade 1 materials guide administering Quick Checks and Spiral Reviews according to a fixed assessment pacing chart. Review Day prompts and built-in differentiation tools support regrouping or extension based on student performance.

The "Phonemic Awareness and Phonics Assessment Guide" section of the *Assessment Guide* instructs users to track students' progress at the beginning, middle, and end of the year. The *Assessment Guide* offers limited guidance on specific progress monitoring tailored to students' strengths and needs.

The materials provide suggested, not fixed, timing for formative assessments. This structure allows for flexible and ongoing observation of skill development. The assessments align with the scope and sequence of instruction, and the materials include prompts to respond to skill mastery. The flexible design supports adjustments to the frequency of progress monitoring based on how well students have mastered specific skills. The pacing charts indicate when to administer assessments after several lessons have been completed.

The materials provide an opportunity for data analysis and guide teachers in developing progress-monitoring skills tailored to students' strengths or needs. The materials provide a tracking sheet that teachers can use to guide their own decisions on the frequency of data collection and synthesis.

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

The materials offer built-in differentiation strategies to address varying performance levels. Following Quick Checks, the materials suggest adjusting instruction using tailored tasks or scaffolded word work. Instructional support is provided with sentence starters or targeted decoding practice. These supports are embedded in lessons and directly linked to students' performance on assessments.

The *Intervention Foundational Skills* offers multiple differentiation paths based on performance during Quick Checks or informal observation. For example, the lesson "Identify the Long e Sound in Words" uses two-sound words, such as *bee*, *see*, and *Eve*, to simplify sound identification and provide support. The materials offer suggestions for students demonstrating mastery who are challenged to identify sounds in two-syllable words, such as *feeling*, *peaches*, and *complete*, using Elkonin boxes and chips. These options ensure that instruction remains appropriately leveled for all learners.

The *Assessment Guide* explains that a score of 100 on the Spiral Review assessments exceeds grade-level expectations. The materials direct users to complete all lessons in the *Teacher Guide* and to use the Exceeding activities in the blue box after each lesson for students who score in the Exceed range. The Exceeding activities provide opportunities for students who demonstrate mastery to accelerate their learning. The guidance for using these activities is limited and does not include support for broader instructional planning.

5. Foundational Skills

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

5.B Oral Language

5.B.1 Oral Language Development

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.B.1a	The materials do not provide consistent guidance to support systematic oral language or oracy development.	4/8
5.B.1b	The materials do not provide structured opportunities that promote social or academic communication for various purposes or audiences.	2/4
5.B.1c	The material does not include authentic opportunities for students to ask questions or share information and ideas.	2/4
—	TOTAL	8/16

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 grade 1 materials provide explicit instruction for developing oral language. In the *Foundational Skills* lesson "Encode and Decode Long e," the teacher models expressive reading, and students practice sentences like "Eek! I see an eel in the creek!" using a matching tone. Lessons include a variety of methods with embedded differentiation to support fluency and expression.

The materials provide explicit oral language instruction through clear, step-by-step routines. In Lesson 2: "Final Consonant Blends," the materials use the I Do, We Do, You Do method to model, guide, and reinforce pronunciation. The I Do step models how to segment a word, such as *bend*. The We Do step provides guided practice with words such as *gift* and *shelf*. The You Do step prompts independent practice with words like *land*. This routine supports repeated practice in clearly producing each sound.

The materials include the Echo routine in the "Oral Language Routines" section of the *Implementation Guide*. This routine provides explicit (direct) guidance for teachers to support oral language by introducing a new sound or word, prompting students to relate it to real life, use it in a sentence, and explain it to a partner.

The materials include the Partner routine. This routine appears in the "Oral Language Routines" section of the *Implementation Guide*. The routine guides structured peer conversations, such as Partner Reading. The materials include explicit guidance to help develop oracy through this routine. The explicit guidance

helps the teacher provide instruction that develops speaking skills. This explicit routine helps build oracy skills.

Grade 1 materials do not provide systematic teacher guidance for developing oracy. In a phonemic awareness lesson, students use Elkonin boxes to isolate sounds in words like *keep* and *bee*, but the task ends at sound recognition. Oracy remains limited to isolated listening and sound production.

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

The grade 1 materials support academic communication through structured sentence creation and oral reading. In the Fluency section of Lesson 3: "Trigraph tch" from the *Trigraphs* book, the materials include echo reading with Phoneme Phones and guided sentence creation using target words. The tasks promote verbal expression for different purposes and encourage peer interaction.

The *Teacher Guide* includes a sentence-building activity in Lesson 75: "Inflectional Endings." The materials provide a prompt to select a verb and use a sentence frame to complete a sentence. The materials support academic communication for different purposes by guiding verb selection, sentence construction, and oral reading using academic language.

The grade 1 materials include prompts that support academic communication by guiding students to demonstrate learning through interaction with teachers and peers. The materials provide structured opportunities for direct responses and peer discussion. For example, one prompt states, "Have them explain how the -ing changes each word."

The material does not provide opportunities for students to develop social communication skills for various purposes.

The material does not support social communication for different purposes or audiences, as all activities are focused on academic tasks with no opportunities for personal interaction or adjusting speech in social settings.

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 authentic opportunities for students to listen actively, such as echo-reading modeled sentences with appropriate phrasing and intonation in the "Decode oi/oy, au/aw, and ou/ow" lesson.

The "Decode Long e" lesson includes teacher modeling of expressive reading. Students repeat sentences like "Eek! I see an eel in the creek!" to build fluency and expression.

The materials provide teacher prompts that require active listening through repetition, responses, or physical actions that show understanding.

The materials include opportunities for students to share information and ideas with peers during lessons. These tasks are limited to prompted responses and do not promote authentic discussion.

The materials do not include authentic opportunities for students to ask questions or engage in conversation to deepen understanding.

The materials also do not include tasks that prompt students to explain their thinking or speak to different social audiences.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

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

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

The materials include explicit instruction for letter-sound relationships applicable to decoding and encoding. The gradual release of responsibility provides reminders for letter-sound relationships before they build words with Reading Rods and write them out.

The materials include lessons that develop letter-sound skills in decoding words in isolation. Lesson 8 provides modeling on letter-sound skills to decode CV and CVC words. This lesson also provides a sentence to guide teachers in further developing phonics skills.

The materials include lessons that provide practice in decoding words in isolation, focusing on letter-sound skills. Lesson 8 provides a We Do and You Do section that offers decoding practice of words in isolation and through the reading of a sentence.

The materials include a word list that offers grade 1 students opportunities to reinforce decoding skills in isolation. These words can be used to help students review letter-sound relationships as they apply to decoding words. The word lists include words from the lessons and include CV words to multisyllable words.

The *Pacing Guide* in the "Intervention: Foundational Skills" section illustrates a systematic progression from short to long vowels. The progression shows a sequence for systematic decoding instruction.

The material provides clear, systematic instruction in decoding and encoding. In Lesson 2: "Final Consonant Blends," blends like /nd/ in *bend* are learned through direct teaching and guided practice. Students decode *bend* by blending the final sounds, then use rods and chips to build and write the word, reinforcing both reading and spelling skills.

The materials include systematic instruction for letter-sound relationships applicable to decoding and encoding. The gradual release of responsibility provides reminders for letter-sound relationships before

learners build words with Reading Rods and/or write out words. The materials also include lessons that progress from simple words to multisyllabic words, reinforcing letter-sound relationships.

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

The materials include samples of how teachers may provide feedback for common errors within a lesson through the "Corrective Feedback in Action" resource.

The materials provide corrective feedback strategies, such as modeling correct responses and offering affirmation after a correction. The *Implementation Guide* recommends the following for connecting phonemes to letters within words, "Try stretching out the sounds again: /s/ – /u/ – /n/."

The "Effective Corrective Feedback Strategies" section of the *Implementation Guide* includes a routine for connecting phonemes to letters, where the teacher is to say, "Check the last sound in 'cap.' Listen as I say it slowly: /c/ – /a/ – /p/. Now, you say the last sound." The materials guide the teacher to model the correct response. The materials prompt the teacher to give the student a chance to correct the error.

The materials include samples of how teachers may provide feedback for common misconceptions within a lesson through the Corrective Feedback in Action resource.

The materials guide teachers on correcting errors, such as when a student spells *was* as *wuz* or misunderstands how the silent *e* in *cake* changes the sound of the /a/.

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 hands-on activities to help grade 1 students learn to sound out one-syllable words. In Lesson 29 from *Foundational Skills*, students use Elkonin boxes and colored chips to break down long /u/ words. The material shows how to stretch out the word sound by sound with teacher support. They also build words using Reading Rods and Magnetic Wands. The lesson includes visual supports, partner practice, and prompts.

The materials include lessons that develop letter-sound skills in decoding words in isolation. In grade 1, Lesson 21 provides modeling of letter-sound skills to decode CV and CVc words. This lesson also provides a sentence to guide teachers in further developing phonic skills.

Grade 1 materials include activities that include practice sounding out one-syllable words in isolation and simple sentences. Lessons include reading and rereading sentences using Phoneme Phones.

The materials include lessons that provide practice in decoding words in isolation, focusing on letter-sound skills. In grade 1, Lesson 21 provides a We Do and You Do section that offers decoding practice of words in isolation and through the reading of a sentence.

The materials include frequent opportunities for students to revisit and review previous phonics patterns. In the "Phonics Routines" section of the *Implementation Guide*, students build, segment, and blend words using Reading Rods and sound-by-sound routines. The routines gradually increase in difficulty.

The materials include a word list that offers grade 1 students opportunities to reinforce decoding skills in isolation. These words can be used to help students review letter-sound relationships as they apply to decoding words. The word lists include words from the lessons, ranging from CV words to multisyllable words.

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.	0/2
5.D.1b	All criteria for guidance met.	2/2
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 *Implementation Guide* includes "Phonological Awareness Routines" that present a general instructional sequence from segmenting to blending syllables and onset-rime tasks; however, these routines are not embedded within a clear daily lesson structure, and instruction on key skills is frequently skipped or underdeveloped. The materials do not follow a systematic sequence from simple to complex phonological awareness skills. For example, Lesson 3 includes advanced phonemic awareness skills (add phonemes early in the sequence) before practicing basic phonemic tasks, such as producing rhymes or working with onset-rime. Instruction does not move from larger to smaller units of sound. Sentence segmentation and whole-word awareness are largely absent, with lessons shifting quickly to phoneme-level manipulation without foundational support.

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 instructions with recommended explanatory feedback based on common errors. Lessons guide the teacher in correcting mistakes or modeling accurate responses when students make errors in phonological awareness.

The *Implementation Guide* includes "Corrective Feedback in Action" for phonemic awareness.

The materials include explicit instructions with recommended explanatory feedback based on common misconceptions. The *Implementation Guide* notes possible misunderstandings and explains how to address those misconceptions during instruction.

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

The materials include a variety of activities and resources that use memory-building strategies to develop and reinforce phonological awareness. The *Implementation Guide* introduces the Phonemic Awareness and Phonics Toolkit and describes strategies for supporting skill retention.

Memory-building tools include the use of fingers and Phoneme Phones to support auditory recognition and memory.

Lesson 4 targets beginning sound identification through oral listening and repetition. Lesson 7 includes oral blending and segmenting of phonemes for repeated practice.

Oral routines reinforce previously taught sound skills through echo reading, sentence frames, and listening tasks focused on consonant and vowel sounds.

Spiral Review assessments revisit long and short vowel sounds through oral tasks.

The Blue Box in each lesson provides optional alternate, extension, and EL Support activities that allow teachers to review and reinforce skills. These support cumulative review when used consistently.

5.D.2 Phonemic Awareness (K–2)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.2a	The materials do not include a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes and transitions to blending the phonemes into syllables and gradually to more complex manipulation.	0/3
5.D.2b	All criteria for guidance met.	2/2
5.D.2c	All criteria for guidance met.	2/2
5.D.2d	All criteria for guidance met.	3/3
—	TOTAL	7/10

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 do not include a systematic sequence for phonemic awareness activities in grade 1. Lessons like "Blend and Segment Phonemes" and "Add/Delete Phoneme" appear without repeated practice of earlier skills.

The materials introduce manipulation tasks without first building fluency in blending and segmenting phonemes.

The *Standards Alignment Intervention Pacing Guide* only includes phonemic awareness lessons for kindergarten. No phonemic awareness lessons are outlined for grade 1.

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 provide guidance for addressing phonemic awareness errors through explicit routines and corrective feedback. The *Implementation Guide* includes a "Corrective Feedback Routines" section with a sample response for errors in sound manipulation.

In Lesson 7: "Blend and Segment Phonemes," the script includes prompts and sample language to correct errors in identifying, blending, or segmenting sounds. Teachers are guided to use repetition and questions when students skip or mishear phonemes.

The "Phonological Awareness Routines" in the *Implementation Guide* recommend modeling blending with visual aids and using mirrors to support articulation. The materials provide feedback for common misconceptions, such as confusing similar-sounding words. Instruction emphasizes phoneme position and auditory discrimination over spelling.

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 skills; for example, teachers guide students to decode by blending individual sounds into full words. In Lesson 7: "Blend & Segment Phonemes," the teacher uses oral prompts to stretch and blend sounds. The lesson then transitions to reading short words, where students practice matching sounds to letters.

The lesson "Encode and Decode VC Words" connects spoken sounds to printed letters. The lesson includes steps to help students match each sound with the correct letter as they spell the word. The lesson supports the transition from oral language to decoding by having students say the sounds in a word, such as *up*, place a chip for each sound, and then use letters to build and read the word.

In grade 1, Lesson 15 guides teachers through a lesson on decoding /ch/ words. Teachers ask, "What is the last sound in /ch-i-p/? I will add /p/ to the end and read the word, 'chip.'" The materials include guidance for connecting phonemic awareness to basic encoding. In grade 1, students encode /ch/ words and practice with *chip* and *chin*.

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 help develop phonemic awareness. The I Do section of the lessons guides teachers to demonstrate and model how sounds make words by using Elkonin boxes, repeating sounds, and using hand gestures.

In Lesson 17 of the *Teacher Guide*, the materials instruct the teacher to segment the word *them* into individual phonemes (/th/, /e/, /m/) using Elkonin boxes and chips. The materials prompt the teacher to ask questions such as, "Where do you hear the /th/ sound?" and "What is the last sound you hear?" This instruction develops phonemic awareness by guiding students to identify and analyze the sounds in words with initial and final /th/.

The materials include a variety of activities to help students practice phonemic awareness skills. The We Do section of the lessons has students identify and manipulate sounds in words by answering questions, responding to prompts, and using Reading Rods.

Spiral Review assessments revisit phonemic awareness by covering earlier skills. The teacher repeats blending and segmenting steps in different word sets as students continue through the unit. Repetition provides students with multiple opportunities to strengthen their skills over time.

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	The materials do not provide a variety of activities and resources to support students in decoding and encoding words that include taught sound-spelling patterns.	2/4
—	TOTAL	7/9

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 introduction of grade 1 sound-spelling patterns aligned with the TEKS. Instruction begins with short vowel words that contain consonant blends and digraphs, and progresses to VCe syllables and vowel teams. The sequence follows a logical order from simple to complex.

The *Teacher Guide* includes lessons that explicitly introduce sound-spelling patterns. For example, Lesson 15 introduces digraphs such as /ch/ and /sh/ using visual cards and connected sentence prompts. Instruction builds on prior knowledge and includes clear decoding and encoding routines. Lessons move from spelling closed syllable words to more advanced patterns. For example, Lesson 10 focuses on CVC spelling, while Lesson 19 provides practice with digraphs. A *Pacing Guide* outlines the instructional sequence, beginning with changes to initial letters and progressing to final sound-letter relationships, as well as more complex patterns.

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

The materials include teacher guidance to provide explicit instruction for grade-level sound-spelling patterns. In Lesson 49, a teacher script prompts modeling of vowel team words such as *field*, *chief*, and *relief*.

In the Phonics section of the "Encode/Decode" lesson, teachers are directed to model VC words, such as *on* and *an*, using Elkonin boxes, saying each sound aloud and guiding students through encoding using sound-to-letter mapping.

Lesson 37 in the *Teacher Guide* provides explicit guidance for teachers on instruction with open syllables. Teachers model and build words like *open* and *April* using Reading Rods and guide students in identifying vowel sounds in open syllables. Students then independently spell related words like *being* and *silent*, reinforcing the sound-spelling connection.

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

The materials include a variety of activities and resources to develop sound-spelling patterns. The I Do section models sound-symbol relationships using Reading Rods and Elkonin boxes. Word lists provide structured practice with short vowels and blends, beginning with CVC words and progressing to digraphs for repeated exposure to target patterns. The We Do section supports student participation in building and segmenting CVC words with hands-on tools. The *Teacher Guide* includes multiple lessons to develop and practice encoding skills; however, the *Assessment Guide* offers Quick Checks and Spiral Reviews that focus on decoding only. Each lesson reinforces sound-spelling patterns through decoding and spelling practice, including blending tasks, word sorts, and read-aloud routines. Spiral Review activities revisit short and long vowel patterns from earlier lessons, supporting long-term retention of sound-spelling skills.

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 offer a range of activities and resources to support word decoding in isolation. In grade 1, Lesson 21 includes the use of Reading Rods to manipulate letters for the *-ay* sound-spelling pattern. Lesson 15 includes word lists with long vowels and silent /e/ (e.g., *kite*, *hope*, and *bike*), though these words are presented in isolation and not explicitly connected to prior instruction.

The materials include encoding tasks that are performed in isolation. In Lesson 15, students write dictated words, such as *chop* and *hope*, after hearing individual sounds. Lesson 29 includes encoding activities using Reading Rods, word cards, and sentence-level prompts for the *-ue* and /ew/ sound-spelling pattern.

The materials provide additional decoding activities that can be used in isolation. Lesson 22 includes words such as *tile*, *till*, *spit*, and *spite*, while Lesson 27 includes words such as *bike*, *bake*, *brake*, and *broke*, supporting practice with sound-spelling patterns in isolation.

The materials do not provide a variety of activities and resources to support students in decoding and encoding words in decodable, connected text that include sound-spelling patterns taught previously.

5.E.2 Regular and Irregular High Frequency Words

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.2a	The materials do not include a systematic sequence for introducing regular and irregular high-frequency words.	0/2
5.E.2b	All criteria for guidance met.	4/4
5.E.2c	The materials do not include cumulative review lessons for high-frequency words.	8/12
5.E.2d	All criteria for guidance met.	4/4
—	TOTAL	16/22

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

The materials do not include a systematic sequence for introducing regular or irregular high-frequency words.

The *High-Frequency Words* book models instruction for a set of words, including *the, in, for, are, and they*. The examples provided serve as standalone routines without structured introduction, pacing, or categorization of word types.

The materials reference a "TEA Word List," but the list is not grouped by grade level or connected to specific lessons.

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 and encoding regular and irregular high-frequency words. Lessons incorporate structured routines and gradual release of responsibility for word building and pronunciation. For example, the materials guide the decoding of regular words such as *see* using letter-sound mapping and blending.

The materials include guidance for decoding irregular high-frequency words. The "Effective Corrective Feedback Strategies" section of the *Implementation Guide* explains that *was* is introduced as a "heart word" because the final *s* represents the /z/ sound. Materials suggest marking the irregular letter with a heart symbol to reinforce memory.

The materials include explicit instruction for encoding regular and irregular high-frequency words. Encoding is supported through modeling, gradual release prompts, and activities that utilize tools such as dry-erase boards, Elkonin boxes, and Reading Rods. Lessons include mapping, spelling, and writing words

like *at* and *they*. For regular words, the materials focus on identifying and writing each sound. For irregular words, the materials highlight the unexpected spelling patterns.

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

The materials include a variety of activities and resources designed to develop skills in decoding and encoding regular and irregular high-frequency words. The *High-Frequency Words* lessons use Reading Rods, Elkonin boxes, dry-erase boards, and oral modeling to build recognition and spelling. For example, Lesson 53: "Encode/Decode: ie/ea," develops the decoding and encoding of regular words, such as *see*, *heat*, and *chief*, through guided and independent practice.

The materials provide structured opportunities to practice decoding and encoding high-frequency words. In the *High-Frequency Words* lessons, You Do activities utilize Reading Rods to build and spell regular words, such as *see* and *get*, while Elkonin boxes are used to map irregular words, including *there*, *when*, and *they*.

The materials include a cumulative review to reinforce skills with regular and irregular high-frequency words. Activities include sound segmentation, dictation, and repeated exposure through resources such as the *High-Frequency Word Booklet*, which reinforces words like *they*, *one*, *there*, and *when*, from the "Texas High-Frequency Word List."

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 a variety of activities and resources, including memory-building strategies, for reading and writing high-frequency words in isolation and connected text. Lesson 75 uses Reading Rods to read words in isolation, such as *closed* and *closing*, and provides opportunities to write high-frequency words within a sentence frame.

The materials include consistent routines for isolation practice using Elkonin boxes, colored chips, and dry-erase boards to spell and write words such as *they*, *one*, *will*, *the*, *in*, *for*, and *are*. Students read, spell, and write these words aloud during I Do, We Do, and You Do activities.

The materials provide connected-text practice by embedding high-frequency words into sentence prompts during lessons. For example, Lesson 75 includes reading and writing high-frequency words in sentences using dry-erase boards, reinforcing words taught within the lesson.

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

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

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

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

The materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. The sequence begins with closed syllables (e.g., Lesson 1 in the *Syllable Types* book) and progresses to CVCe, open syllables, vowel teams, r-controlled vowels, and final stable syllables. The *Pacing Guide* and table of contents clearly outline this progression from simple to complex.

Lesson 21 focuses on decoding and encoding CVC patterns, highlighting vowel-consonant patterns and recognizing closed syllables with examples such as *robot* and *napkin*.

The materials in the *Syllable Types Teacher's Guide* teach all six syllable types in a defined order: closed syllables (Lessons 2, 4), VCe syllables (Lessons 3, 5), open syllables (Lessons 5, 6), vowel teams (Lessons 7, 8), r-controlled vowels (Lessons 9, 10), and final stable syllables (Lessons 11, 12).

The materials in the *Multisyllabic Words Teacher's Guide* provide modeling and guided practice for dividing words into syllables and identifying vowel sounds, reinforcing syllable-type decoding with words like *napkin* and *robot*.

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 *Teacher Guide* includes lessons for decoding one-syllable closed-syllable words. Students read words with CVC, CCVC, and CVCC patterns that contain short vowels and digraphs.

The materials provide explicit instruction for applying knowledge for decoding one-syllable words. Lessons 37 and 38 in the *Foundational Skills* book instruct teachers on what to say and how to utilize materials, such as Reading Rods, a whiteboard, and the phoneme phone, when decoding words.

Lesson 14 in *Foundational Skills* provides teacher guidance for decoding one-syllable words with closed syllables. In the "Phonics" section, the teacher models how to build and read words like *hop*, *zip*, and *clap* using Reading Rods and explicit sound-by-sound prompts.

The materials provide explicit instruction for encoding one-syllable words. Lessons 36 and 38 in the *Foundational Skills* book prompt teachers in what to say and how to model a lesson using materials such as Reading Rods and a whiteboard. The lessons include encoding words such as *she*, *go*, *be*, and *he*.

Material includes teacher guidance that supports the application of syllable type knowledge by directing students to identify each sound in a closed syllable word. Lesson 14 in *Foundational Skills* includes encoding routines for one-syllable words with short vowels. The teacher guides students to segment sounds in words such as *rob*, *lip*, and *hem* using Elkonin boxes and colored chips. Students listen for each sound, identify corresponding letters, and spell the words using sound-symbol connections.

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 various activities to develop the decoding and encoding of one-syllable words. In Lesson 29: "Encode and Decode Long u" from *Intervention: Foundational Skills*, students use Reading Rods, dry-erase boards, and oral segmentation. The "Phonics Routine" for VC/CVC and CVCe words reinforces this development by combining oral blending with writing tasks.

The materials include a lesson structure that promotes skill development for decoding and encoding words with one or more syllables. In grade 1, the I Do sections prompt teachers to model and demonstrate, giving students time to understand and develop skills.

In Lesson 38 of *Foundational Skills*, students develop skills by listening to the teacher, watching, and repeating sounds that the teacher decodes and encodes, such as *donut*, *music*, *began*, and *hero*. The provided word list offers an opportunity to review all the words from the lessons as needed for decoding and encoding. The Spiral Reviews within the *Pacing Guide* also provide a cumulative review opportunity.

In the materials, students practice decoding and encoding skills using varied lesson activities. In Lesson 21: "Decode Long a and i," students segment and blend sounds in words using Elkonin boxes, chips, and writing tools. The materials reinforce practice through repeated oral and written application.

The materials provide review activities to reinforce the decoding and encoding of previously taught one-syllable words. Lessons revisit earlier units' CVC, CVCe, and vowel team patterns.

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)

Materials include decoding routines for one-syllable words. In Lesson 14 of the *Foundational Skills* book, students use Reading Rods to build and read words like *hop*, *zip*, and *gasp*. The lesson focuses on identifying short vowel sounds surrounded by consonants.

Students use Elkonin boxes and sound segmentation routines to spell words like *rob*, *lip*, and *hem*. Materials include guided support for connecting each sound to a grapheme within closed syllable words.

Lesson 18 of the *Teacher Guide* includes decoding activities with one-syllable words, such as *whip*, *wham*, and *pack*, using Reading Rods to build and read words. This supports decoding using knowledge of syllable types in isolation.

The materials provide practice with encoding syllable types in both isolated words and connected text. In Lesson 2, "Final Consonant Blends," students use magnetic chips and markers to segment and spell words like *milk* and *pond*. The materials practice encoding using Reading Rods to spell the word *must* and read sentences such as "The gift is in the loft" to apply these skills in context.

5.E.4 Morphological Awareness (1–3)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.4a	All criteria for guidance met.	1/1
5.E.4b	All criteria for guidance met.	4/4
5.E.4c	All criteria for guidance met.	3/3
5.E.4d	Material does not include encoding in decodable, connected text that builds on previous instruction.	3/4
—	TOTAL	11/12

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. In Lesson 75 of *Foundational Skills*, students decode and encode verbs with suffixes *-s*, *-ed*, and *-ing*. Activities model how *-s* marks present-tense agreement, *-ed* shows past tense, and *-ing* shows ongoing action. Students build and read words like *talks*, *talked*, *talking*, *closed*, and *raining*.

The materials include a systematic sequence for teaching inflectional endings. Lessons 1–3 teach the *-s*, *-ed*, and *-ing* endings. This sequence supports intentional instruction aligned to grade-level expectations.

Materials include a systematic sequence for introducing grade-level morphemes aligned with the TEKS. For example, Lesson 75 explicitly teaches morphemes such as *-s*, *-ed*, and *-ing*, thereby supporting students' understanding of how these affixes alter word meaning and tense.

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 introduce the inflectional ending *-ed* and explain that it shows an action that happened in the past. The materials guide segmentation of words like *stayed* and *jumped*, using finger stretching and sound-by-sound blending. They include a prompt asking, "What does this word mean?" to connect the *-ed* ending to word meaning. This supports decoding and reading comprehension using morpheme meaning.

The materials include a lesson on the inflectional ending *-s*. The materials present words like *jumps*, *frogs*, and *plants* for encoding using Reading Rods. The materials guide students in adding *-s* to base words and discussing the meaning of each new word. This supports encoding and reading comprehension using morpheme meaning.

Lesson 72 explains how *-ing* changes the meaning of a word. The lesson has students decode and encode words using the suffix *-ing*. The lesson guides students to blend sounds, identify the base word, and add *-ing* to complete the word. Students build and spell words like *hopping* and *running*. Then, they read words with *-ing* in sentences and use oral discussion to demonstrate comprehension.

The materials support comprehension by utilizing the meanings of morphemes, such as verb tenses, to help students understand when actions occur. In Lesson 75, in the fluency sentence, "He closed the door since it was raining," students must understand the meaning of the morphemes *-ed* and *-ing* to know that the action happened in the past.

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)

In Lesson 71, students develop morphological skills by identifying the suffix *-s* and building plural words through oral repetition and spelling tasks.

The materials support the development of grade-level morphological skills by explicitly teaching the function of inflectional endings. In Lesson 75, students are introduced to the *-s*, *-ed*, and *-ing* endings and learn how these endings change the meaning of base words, such as *talk*, *rain*, and *hold*.

In Lesson 72, students practice reading and spelling *-ing* words using phoneme-grapheme mapping routines and Reading Rods to build words like *running* and *hopping*.

The materials in the "Encode Inflectional Endings" section of the *Inflectional Endings Teacher Guide* provide practice with *-s*, *-ed*, and *-ing*. The materials guide students in building and encoding word sets, such as *plays*, *played*, and *playing*, using Reading Rods. The materials direct students to exchange rods to add different endings and read each word. This supports the practice of grade-level morphological skills.

The materials include accommodations that reinforce morphological skills in the "Accommodations" section of the *Implementation Guide*. The materials pre-teach common affixes, such as *un-*, *re-*, and *-tion*, with visuals and definitions. The materials suggest using a morphology wall with pictures and meanings to support retention. This reinforces grade-level morphological skills through repeated exposure.

In Lesson 73, students revisit previously introduced suffixes and create new words using known base words, reinforcing their understanding of morphemes through guided discussion and sentence work.

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

The materials include a variety of activities and resources for decoding and encoding words with morphemes. The *Inflectional Endings Teacher Guide* provides isolated word practice using base words and inflectional endings (-s, -ed, and -ing), followed by application in decodable connected text for decoding.

The materials provide guided practice in Lesson 2 to segment words, such as *jumped*, into their component parts, *jump* and *-ed*, using finger stretching, which supports early morphological awareness and decoding of morphemes in isolation.

The materials incorporate hands-on tools such as Reading Rods to build and read words like *checked* and *played*, helping students decode morphemes both in isolation and within connected sentences.

The materials support encoding through word-building activities, guiding students to combine base words with suffixes (e.g., *check* + *-ed*) to form inflected words. The materials build on previously taught phonics and decoding skills by extending instruction to include common inflectional morphemes. The materials do not include encoding in decodable connected text that builds on previous instruction.