

Hand2mind, Inc.

English Phonics, K

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

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798899380235	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	5	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	69 out of 95	73%

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	1
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	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) of 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.

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 *Intervention–Foundational Skills Pacing Guide*, which outlines each day, lesson, and topic for the school year. The topic list helps teachers plan when to use alternative word lists, give quick checks, and review lessons.

The *Pacing Guide* also offers optional instructional calendars for 165, 180, and 210 days.

The "Review Data Directions" section gives practical suggestions for using the materials with each calendar option. The standards alignment charts list the grades K–2 TEKS for each lesson, which helps teachers plan more targeted small-group interventions.

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 explain the rationale for the order of the units. The materials include some connections between foundational skill components. They define and describe phonological awareness as the most basic component and explain how it connects to phonemic awareness and phonics.

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 including pre-teaching routines, corrective feedback routines, phonological routines, phonic routines, oral language routines, and accommodations.

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

The materials do not explain how the units connect, which may limit teachers' understanding of the overall instructional flow.

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

The materials do not include specific resources or guidance for instructional leaders to support teachers. The *Implementation Guide* provides sample lessons that could serve as a helpful reference.

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 learning 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, or 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 available 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 materials do 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 for each grade. The materials do not include specific lessons or activities designed to support mastery of language standards.

The *Teacher Guide* contains lesson plans that align with the TEKS and support effective instructional delivery. Each plan includes a clearly stated daily learning objective. Tasks are organized using a gradual release of responsibility model. Differentiation options are available, including alternative tasks, enrichment activities, and supports for emergent bilingual students.

The lesson cards and "Phonological Awareness and Phonics Routines" lessons provide scripted questions that are aligned with the lesson objectives. Scripts follow the I Do, We Do, You Do structure. Questions focus on the skills taught and are placed within guided and independent practice segments. The "Differentiation" section includes optional tasks that cater to the diverse needs of learners. The materials do not include questions aligned to specific language objectives from the ELPS. For example, in Lesson 1: "Encode and Decode VC Words," the materials list a daily objective aligned to TEKS K.2.B.iii and K.2.E.i. The plan includes a list of required materials and tasks, such as tapping out phonemes, using Elkonin boxes with colored chips, and matching words to pictures. The materials provide a few prompts for student participation but do not include questions to check for understanding or develop academic language. The lesson plan does not include guidance on informal or formal assessments to evaluate mastery of the objective.

In Lesson 2: "Compound Words," the materials include a daily objective aligned to TEKS K.2.A and a list of instructional materials. Tasks include the use of Phoneme Phones and blending, segmenting, and sound-changing activities. These activities follow a gradual release model, supporting mastery of the content objective. The lesson does not include a language objective aligned with the ELPS. It does not provide questions to support academic language development or guidance on assessing student mastery of the 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 should take about fifteen minutes and explains the benefits of this short duration. The guide does not give suggested timing for each part of the lesson.

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

The materials include clear lists of what both teachers and students need for effective instruction. For instance, Lesson 1 requires whiteboards, dry-erase markers, 3D Sound & Phonics cards, colored chips, and magnetic wands. These tools support instruction and keep students engaged.

Each lesson also provides an extension and a differentiation activity; however, the materials do not include suggested timing for these extra tasks. For example, Lesson 9 in the "Phonics" section asks students to use Reading Rods to build CCVC words, such as *sham*, then create rhyming words, and then repeat the activity with the name *Stan*. The materials do not specify the duration of this extension.

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

The *Implementation Guide* explains how teachers can extend lessons beyond the suggested fifteen-minute timeframe. The guide includes specific guidance for supporting English learners, advanced students, and at-risk students.

The materials offer "Opportunities for Extension" activities for students who need extra practice or enrichment. These activities include additional modeling, guided practice, repetition, visual aids, and applying skills through writing.

The lesson, "Compound Words in Foundational Skills," includes multiple, purposeful opportunities for extended practice. It provides both guided and independent applications. The lesson offers differentiated extensions for students who have already mastered the content. For example, students who have mastered letter-sound correspondence are encouraged to complete the chant independently and flip through the letter/sound cards at their own pace, promoting fluency and self-directed learning. The lesson also challenges advanced students by asking them to blend and segment more complex compound words, such as *flashlight*, *toothbrush*, and *raincoat*. For students who need more support, the materials include visuals, isolated practice for confusing letters, and compound word cut-and-paste activities. These options help reinforce foundational skills and meet diverse learning needs.

Each lesson includes at least one opportunity for extension. Not all components within a lesson provide extended practice for English learners, at-risk students, or advanced learners. For example, in Lesson 2: "Compound Words," only one of the four components offers an extension beyond the standard support typically provided for these student groups.

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: Foundational Skills* includes a year-long diagnostic assessment. The "Phonological and Phonemic Awareness Skills" assessment is administered at the beginning, middle, and end of the year to monitor progress and guide instruction. The "How to Use Assessments" section explains that results inform instruction and provide data to share with families.

The materials include formative Quick Check Assessments, which are five-question, skill-specific quizzes. These assessments categorize student performance as Exceeds, Meets, or Approaching to guide reteaching or enrichment. The material provides informal formative assessments after each part of the I Do, We Do, You Do model. The *Foundational Skills Guide* includes this routine in every lesson to support ongoing checks for student understanding of the lesson objectives. For example, in Lesson 10, students use boxes and chips to represent the sounds in short /i/ words. This activity enables teachers to evaluate student progress toward the lesson's goal.

The materials include Spiral Review Assessments as summative tools that measure students' retention and application of multiple skills that were previously taught. Each assessment consists of fifteen questions, presented in both multiple-choice and open-ended formats, with some items supplemented by images. These questions assess skills such as sound identification, onset-rime blending, and syllable segmentation. The assessments utilize performance levels to inform instructional decisions and include answer keys to facilitate efficient planning. The materials do not provide summative assessments at the lesson level.

The "Foundational Skills Intervention" includes unit-level diagnostic assessments with varied task types and question formats. The diagnostic assessment covers a broad range of phonological skills, including blending, segmenting, deleting, substituting phonemes, rhyming, and word reading. The diagnostic assessment primarily uses oral prompts with verbal student responses, offering a limited variety in question formats.

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

The *Assessment Guide* includes definitions of the types of assessments provided within the material. For example, definitions are provided for the Quick Checks, Spiral Reviews, and Teacher Guide Assessments, including instructions on how to use each one.

Materials include clear definitions for the various types of instructional assessments. For example, the "How to Use Assessments" section in the *Intervention Book* explains that informal assessments occur during a lesson, through We Do and You Do activities. These informal assessments offer opportunities to evaluate students' knowledge informally.

The *Assessment Guide* includes the intended purpose of each type of assessment. For example, the purpose of the Quick Checks is to focus on specific skills taught in individual lessons. The Spiral Review is designed to be a comprehensive evaluation that encompasses multiple skills taught across several lessons, assessing whether students are retaining previously taught concepts across various phonological and phonics skills.

The *Teacher Guide* explains that the informal assessments, found within the lesson sections We Do and You Do, are used for progress monitoring. The material also provides formal assessments that can be used at the beginning, middle, and end of the year, as well as for progress monitoring data.

The materials emphasize that through frequent monitoring, teachers can offer students appropriate instruction to ensure reading success. Formative assessments, such as Thumbs Up/Down, Turn and Talk, Whiteboard Responses, and Exit Tickets, are used as "checks for understanding" to guide immediate instructional decisions and help create "small-group, teacher-led centers" after lessons.

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

The materials include guidance for administering assessments in a quiet, distraction-free environment. The assessment scripts provide clear instructions and examples before each section. The materials instruct users not to give answers or excessive prompting. These practices support consistent and standardized assessment conditions.

The *Phonemic Awareness and Phonics Assessment Guide* directs users to record responses verbatim when possible. This improves data accuracy by capturing students' exact responses. The "Administration Guidelines" include prompts to analyze error patterns, such as substitutions or omissions, to support accurate interpretation of student performance.

The *Intervention Book* includes formal assessments administered at the beginning, middle, and end of the year. The assessments use consistent content and format to support reliable measurement of skill development over time.

The *Assessment Guide* includes multiple-choice kindergarten assessments, such as Quick Check Assessment 1: "Rhymes." The materials provide limited administration directions, which may affect the accuracy and consistency of assessment delivery.

The *Phonemic Awareness and Phonics Toolkit Assessment Guide* provides three types of assessments, including multiple-choice questions and answer keys. The materials do not state whether kindergarten teachers should read the questions and answer choices aloud. This detail is important because many kindergarten students are not yet able to read independently, and phonemic awareness is typically assessed through listening. Without this guidance, it may be challenging to administer assessments consistently and accurately.

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

The *Phonemic Awareness and Phonics Toolkit* includes an "Intervention Assessment Pacing Chart" that directs kindergarten teachers to administer Quick Check Assessment 6: "Initial Sound Recognition and Production." This assessment targets the identification and production of initial sounds, aligning with phonemic awareness standards in the kindergarten TEKS.

The *Assessment Guide* provides instructions to use informal checks for understanding during the We Do and You Do sections of each lesson. These checks serve as formative assessments since each lesson is aligned with the TEKS. For example, Lesson 1 focuses on identifying and producing rhyming words, which corresponds to the phonological awareness expectations in the kindergarten TEKS.

Formative assessments align with the TEKS but do not list the specific standards in each evaluation. The *Teacher Guide*, *Assessment Guide*, and *Implementation Guide* include pacing charts that show the TEKS and ELPS correlations for each lesson. The formative assessments embedded in the We Do and You Do lesson components are aligned with these charts, supporting alignment between lesson content and the TEKS.

The materials include diagnostic assessments aligned with the TEKS. Quick Check assessments focus on lesson-specific skills, such as onset-rime identification or phoneme segmentation. These assessments provide feedback on skill mastery and support ongoing progress monitoring. The specific TEKS are not

listed on each assessment, but the pacing charts in the *Assessment Guide* and *Implementation Guide* provide connections to the TEKS and ELPS.

Summative assessments are aligned with the TEKS but do not include a list of specific standards for each assessment item. Pacing charts in the *Teacher Guide*, *Assessment Guide*, and *Implementation Guide* illustrate how lessons and skills align with the TEKS and ELPS. Summative assessments are described as complete sets of progress monitoring tools. Each lesson includes clearly stated objectives that reflect the TEKS. For example, Quick Check 1 is administered after lessons on rhyming and compound words, showing alignment with those foundational TEKS skills.

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

The kindergarten assessments include at least two levels of complexity. For example, several lessons include tasks that ask students to orally generate rhyming words, focusing on basic phonemic awareness skills. Another item requires students to segment phonemes in spoken words, which demands more advanced auditory discrimination and phonological manipulation. These examples illustrate varying cognitive demands that align with foundational literacy skills.

The materials also include more than two levels of complexity. In addition to the basic rhyming and phoneme segmentation tasks, lessons include blending multiple phonemes to form words, which integrates synthesis skills requiring higher-order thinking.

The *Phonemic Awareness and Phonics Toolkit Implementation Guide* outlines the TEKS alignment for each kindergarten lesson. The curriculum presents assessment tasks with varying levels of complexity, allowing teachers to observe how students respond to increasingly challenging content. As students' phonemic awareness skills grow, the activities and assessments gradually increase in difficulty, offering more than two levels of complexity to support skill progression.

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* provides scoring support for kindergarten teachers through its Spiral Review and Quick Check Assessments.

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.

Review Day directions in the *Implementation Guide* explicitly reference using Quick Check data to guide instruction, pointing teachers to differentiation strategies and supplemental practice resources.

The material provides a structured way to respond to results using the lesson's differentiation box or by assigning extra practice activities.

The materials provide general performance categories but do not support deeper analysis of student data. The materials do not include item-level breakdowns or explanations of student errors. Guidance for identifying trends, misconceptions, or instructional gaps based on assessment results is not provided.

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 on tasks and activities that address student performance on assessments. The *Implementation Guide* provides "Corrective Feedback Routines" with strategies teachers can use to redirect students when needed. This section highlights the importance of consistent routines to support student success.

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.

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 teacher-facing tools, such as assessment score sheets and progress monitoring forms. The assessment score sheets allow teachers to document individual performance and observations over time.

The materials provide Quick Checks and Spiral Review scores to record individual student data and make notes of observed strengths and needs. These tools support ongoing tracking of foundational skills and help guide reteach and enrichment decisions.

The *Teacher Guide* includes a Student Score sheet for monitoring student growth and progress. The sheet is organized by specific skills taught in the lessons, with each section showing the total number of tasks. For example, in Section 1: "Rhyming, Initial, Medial, and Final Sounds," each sound has a maximum score of 3 (e.g., 3/3). The materials do not include a scoring guide to help interpret these scores or determine student performance levels.

The kindergarten materials include student-tracking tools that enable students to monitor their own progress and growth.

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 achieved proficiency in grade-level content and skills. Each grade K–2 lesson features a blue box that lists optional supports aligned to the lesson focus. Example activities include using Phoneme Phones to hear sounds in spoken words, placing chips in Elkonin boxes to represent individual sounds, and repeating exercises for additional practice.

The materials include practice activities that reinforce phonemic awareness and phonics for students who have not yet reached proficiency. In the "Letter/Sound Recognition" lesson, the materials prompt students to chant letter names and sounds using letter/sound cards and Phoneme Phones. A differentiated option in this lesson directs students to touch their throats while producing voiced sounds to monitor vibration. These supports reinforce sound production and decoding through repetition and sensory feedback.

The materials do not include scaffolded lesson sequences or targeted instructional guidance to support students who have not yet reached 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 embedded supports for some unfamiliar vocabulary. Lessons define select academic terms. For example, Lesson 2 defines *blend* as two consonants that appear together but each makes its own sound. The *Implementation Guide* provides guidance on defining affixes, including prefixes and suffixes.

The materials do not include pre-teaching of vocabulary before reading. The materials do not include support for 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 materials include differentiation for students who have demonstrated proficiency in grade-level content and skills. The *Implementation Guide* provides differentiation for advanced learners by suggesting that they "can engage in multisensory word-building activities to deepen understanding."

The *Implementation Guide* states instructional time may extend beyond fifteen minutes to support various student groups. The material suggests word study activities, such as exploring syllable types or morphology and applying skills to extended writing. The lesson extensions primarily support practice and reinforcement rather than deepening or expanding learning beyond grade-level standards.

The materials include extension activities for students who have mastered grade-level skills. For example, in Lesson 4: "Onset-Rime: Letter/Sound Recognition," the extension suggests giving students a Reading Rod with a common letter and having them find an object in the room that begins with that letter and sound. The lesson does not provide the instructional support or directions for the teacher on how to facilitate or adapt the activity based on student needs.

The materials do not provide explicit teacher guidance for differentiated instruction specifically designed for students who have demonstrated proficiency with grade-level content. Included supports focus on additional practice and reinforcement for students needing extra help.

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 "Compound Words" lesson provides clear guidance for introducing compound words, utilizing visual and kinesthetic supports. The materials incorporate hand motions and image cards to demonstrate how two smaller words combine to form a compound word. These embedded instructional supports reinforce the concept and provide a concrete model for explaining the skill.

The *Implementation Guide* explains how to use nursery rhymes to build phonological awareness. The materials give teachers specific language to clarify that rhyming words sound the same at the end. The "Oral Language Routines" section provides clear steps for modeling sounds and words. For example, teachers say /b/ in *ball*, ask for sounds in *dog*, and write *cat* to blend and segment.

The Phonics section in Lesson 29 of the *Teacher Guide* includes teacher modeling. The materials use scripted explanations and demonstrate how to construct the word *due* using Reading Rods. The lesson directs teachers to sound out each part and points out the vowel team that produces the long /u/ sound.

The materials include guidance to support explaining and modeling concepts. 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 the strengthening of learning through a multimodal approach, incorporating visual, auditory, kinesthetic, and tactile activities.

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

The materials include teacher guidance and recommendations for effective lesson delivery. Each lesson consists of the gradual release of responsibility, which enables teacher modeling, provides support, and offers opportunities for practice. The materials also provide a variety of engaging activities, such as game-like activities and hand/arm movement, to reinforce skills.

The materials use hand motions and visual imagery to support the teaching of compound words. Hand motions demonstrate how two smaller words combine to form a compound word (e.g., palms coming

together to show *back + pack = backpack*). Picture cards are used to represent and match the smaller words. The use of multiple teaching approaches supports various learning modalities and promotes student engagement.

The materials include cut-and-match activities where students physically manipulate image cards representing compound word parts. A tactile, student-led approach provides teachers with another method to facilitate understanding through hands-on learning.

The materials include teacher guidance and recommendations for effective lesson facilitation. Two examples include echo reading and partner reading, as well as the use of manipulatives.

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 provide multiple types of practice to support effective implementation. The We Do sections provide guided and collaborative practice. The You Do section of the lesson offers independent practice opportunities, as well as collaborative work with partners.

The materials include guidance to support the effective implementation of lessons. The lesson prompts (say, ask, point, write, etc.) guide students through multiple practice opportunities.

The materials include a consistent recommended structure throughout each lesson. The I Do section is considered the whole-group time for students to watch and listen to the lesson. The We Do section offers students opportunities to work in small groups. The You Do section also provides opportunities for students to gain independent application practice, as well as collaborative practice time.

The materials include specific prompts and modeling directions for the teacher, including scripted language and visual cues. Instructions like "move your right hand over for the first word" guide teachers in demonstrating the blending and segmenting process. The lesson also includes differentiated options, such as using images and matching activities, to support the diverse needs of students.

The lessons are structured for whole-group instruction but include embedded guidance for adapting to small-group or individual contexts. For example, the Alternative differentiation section suggests hands-on image activities that can be used in centers or with individual students who need more support.

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, cross-linguistic understanding, 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 provide linguistic accommodations for beginning-level English learners. The *Implementation Guide* recommends replacing academic terms with simpler phrases (e.g., using "changing sounds in words" instead of "phonemic manipulation"), and supports these explanations with visuals and hands-on activities.

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

The *Implementation Guide* offers general suggestions for supporting emergent bilingual students (e.g., using visuals and gestures). Lessons include EL Support notes, such as providing image cards to support vocabulary comprehension.

The materials align with TEA-approved bilingual or ESL program models.

The materials include guidance on implementing lessons in Dual Language, Transitional Bilingual, ESL Pull-Out, or ESL Content-Based programs.

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 embed oral language support in phonological awareness lessons. For example, in a lesson on the short /e/ sound, students use Elkonin boxes and magnetic chips while orally identifying and repeating target phonemes. The EL Support notes in the *Teacher Guide* include visual prompts and sentence stems to guide oral identification of sounds and vocabulary. The materials provide limited support for developing comprehension, building background knowledge, or making cross-linguistic connections. The materials do not include embedded guidance for written discourse. The materials do not include tasks or notes that support cross-linguistic transfer or compare English phonics to students' home languages.

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 kindergarten *Phonemic Awareness and Phonics Toolkit Implementation Guide* includes a *Pacing Guide for Intervention: Foundational Skills*, which organizes reading skills from simple to complex for kindergarten intervention. It begins with rhyming in Lesson 1, and advances to blending and segmenting. The kindergarten materials are organized into three instructional strands: Phonological Awareness, Phonemic Awareness, and Phonics. The *Standards Alignment* table presents a structured sequence, starting with CVC words and progressing to VC words, consonant blends, high-frequency words, and digraphs. The kindergarten "Standards Alignment for Intervention: Foundational Skills" section in the *Implementation Guide* presents a sequential approach to kindergarten intervention. It begins with rhyming and progresses to short vowel patterns and other advanced skills. The kindergarten materials include sequential lessons aligned with the TEKS. The standards alignment charts show lesson-by-lesson correlations across each grade, beginning with Day 1, Lesson 1. The kindergarten materials provide systematic and sequenced phonics instruction. The *Implementation Guide* outlines expected steps for teaching phonics skills, including a structured sequence for introducing letter names.

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 kindergarten materials include explicit phonics practice in isolation, structured through an I Do, We Do, You Do format. Lessons use tools such as word lists, picture cards, and Elkonin boxes to teach specific phonics skills. For example, Lesson 6 focuses on isolating phonemes in *mat*, *net*, and *fig* to reinforce short vowel sounds. Each lesson also includes sentence cards and decodable passages that apply newly taught patterns, supporting transfer from isolated practice to contextual reading.

The kindergarten materials include a variety of explicit practice opportunities that are aligned with phonics objectives. Lessons follow a gradual release model and include corrective feedback guidance. Fluency sections within each lesson provide decodable text for continued application of targeted skills.

The kindergarten materials offer ongoing phonics practice across lessons and review cycles. Lessons revisit foundational skills such as CVC words, blends, and digraphs through scaffolded activities like sound sorting, blending, and segmenting, using manipulatives and oral responses to reinforce mastery over time.

The kindergarten materials include consistent opportunities to apply phonics skills through connected text. Each lesson's fluency section features decodable sentences aligned with the day's instructional focus. For example, Lesson 1 provides a sentence that reinforces the targeted phonics skill while building fluency.

The kindergarten materials include intentional and differentiated phonics practice. The "Gradual Release of Responsibility" section presents structured tasks that allow for the independent application of skills. Differentiation boxes offer options for additional support, extension, or language development. Fluency practice involves reading decodable sentences written on whiteboards or other formats, allowing students to apply their learned phonics skills in a meaningful context.

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 kindergarten materials provide explicit instruction in phonemic awareness. In the *Encode and Decode VC Words* book, lessons state the objective and guide teachers to model segmenting and encoding words like *on*. The script directs the teacher to say the word, break it into sounds (/ō/, /n/), and place colored chips in Elkonin Boxes to represent each sound. This routine supports phoneme-grapheme mapping.

The kindergarten materials teach phonics skills using the gradual release model. In Lesson 8, the I Do section includes directions to model sounding out the word *at*. In Lesson 12, the We Do section prompts students to read a sentence aloud with the teacher, supporting guided decoding. The kindergarten materials include daily lessons with scripted modeling of each phonics skill. The I Do and We Do sections provide specific teacher prompts to demonstrate and guide student responses.

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

The kindergarten materials include scripted prompts that support the delivery of affirming feedback during phonics instruction. In the "Encode and Decode VC Words" lesson, the We Do section guides the teacher and students to encode the word *an* using Elkonin boxes. The script includes questions such as, "What sound is first?" and "Where do you hear the /n/?" and confirms correct responses before blending the word. The kindergarten materials include guidance for delivering corrective feedback. Lessons provide teacher modeling and group or independent practice. The material offers embedded prompts that help address errors or misconceptions during instruction. The *Implementation Guide* includes a "Corrective Feedback Routine" with general strategies for immediate and corrective feedback. These examples, such as guiding a student to tap out the sounds in *fun* and affirming correct responses, offer support that can be applied across lessons.

The kindergarten materials include resources that explain the importance of corrective feedback and provide recommendations for differentiating instruction to support students who may need additional help. However, the daily lessons include suggested scripts or specific guidance for addressing misunderstandings that may arise during instruction.

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

The kindergarten materials provide daily opportunities for independent phonics practice. In the "Decode Words with Initial Short Vowels" lesson, the You Do section prompts students to tap out and blend words such as *in*, *up*, and *it*. In the "Encode and Decode VC Words" lesson, students use Elkonin boxes to encode words like *an*, *in*, and *up*. These routines consistently offer skill-specific opportunities to apply phonics knowledge independently.

The kindergarten materials include independent practice during the "You Do" portion of each lesson. For example, Lesson 9 prompts students to complete activities using the words *ran*, *Sam*, and *man*. The materials do not include additional formats or extensions for independent practice beyond the You Do section.

The kindergarten materials incorporate daily group-based and structured collaborative activities, such as phonics routines, in pairs, trios, or small groups.

The kindergarten lessons provide guided practice during the We Do phase. In the "Encode and Decode VC Words" lesson, students encode the word using Elkonin Boxes and colored chips. In the "Decode Words with Initial Short Vowels" lesson, students participate in choral blending.

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 kindergarten materials include intentional, cumulative phonics review activities throughout the curriculum. For example, the Spiral Review Assessment 1 appears after Lesson 19 and provides a comprehensive review of phonological and phonemic awareness and short vowel closed syllables.

The kindergarten *Assessment Guide* includes a Spiral Review Assessment and a *Scoring Guide* for every few lessons that address the same concept. For example, the kindergarten Spiral Review Assessment 2 targets the skill of identifying beginning, medial, and end sounds in words with short vowels.

The kindergarten lessons include frequent and structured phonics practice activities embedded throughout daily instruction. For example, the "Encode and Decode VC Words" lesson includes interactive phoneme segmentation using Elkonin boxes and colored chips. This hands-on encoding and decoding activity appears consistently across foundational lessons. The ongoing encoding and decoding activities provide repeated, focused opportunities to apply understanding of short vowel sounds and sound-symbol relationships.

The kindergarten 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, and word cards for either independent or partner reading. These practices are consistently employed throughout the K–2 curriculum.

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

The materials include practice opportunities that reinforce explicitly taught phonics skills. The practices in the We Do and You Do sections directly relate to the skill taught and draw only on concepts taught within the lesson.

The materials include opportunities where students are asked to decode words containing phonics patterns that have not yet been taught. For example, the "Digraph ch" lesson includes building and reading words such as batch and catch. While the /ch/ digraph is taught, the trigraph /tch/ is used without prior instruction.

In Lesson 3 of the intervention section, students are expected to read and manipulate multisyllabic words such as *laughter*, *reading*, *raining*, *quiet*, and *loudest*. At this point in the sequence, students have only received instruction in rhyming and compound words. No explicit instruction on inflectional endings, multisyllabic decoding, or affix patterns has occurred.

The kindergarten material does not provide opportunities for practicing phonics skills that have been explicitly taught.

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

The kindergarten materials include decodable sentence cards and fluency passages that provide cumulative practice of explicitly taught phonics skills. For example, in lessons focused on VC and CVC word patterns, the You Do section features sentences such as "The man is on the mat" and "I am in the sun." These texts combine high-frequency words with previously taught phonics patterns, allowing students to apply their decoding skills in connected print.

The kindergarten materials include decodable sentences that are controlled, sentence-based, and aligned to the phonics sequence. For example, after instruction on the digraph /ch/, students read the sentence "The chip is in the bag." These texts reinforce phonics skills and support fluency development through repeated exposure in a scaffolded format.

Each kindergarten lesson includes a Fluency section that incorporates word cards or lists aligned to the targeted phonics skill. These practice opportunities support the application of decoding skills, but are limited to isolated words or short sentences, rather than extended, connected texts.

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

The kindergarten materials include decodable sentence cards and fluency passages that provide cumulative practice of explicitly taught phonics skills. For example, in lessons focused on VC and CVC word patterns, the You Do section features sentences such as "The man is on the mat" and "I am in the sun." These texts combine high-frequency words with previously taught phonics patterns, allowing students to apply their decoding skills in connected print.

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"The chip is in the bag." These texts reinforce phonics skills and support fluency development through repeated exposure in a scaffolded format.

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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* provides kindergarten teachers with a variety of developmentally appropriate assessment tools. The assessments include structured tasks that are designed to align with the sequence of instructional lessons, starting with phonological and phonemic awareness. The assessments reflect the developmental needs of young learners and support early literacy growth.

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

The materials require students to orally respond to multiple-choice questions based on the systematic sequence of skills that have been taught. The Quick Checks and Spiral Reviews ensure that students are monitored throughout the continuum of skills taught, allowing teachers to make instructional adjustments as needed. This ensures that the assessment tool is developmentally appropriate for the learners.

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

The Progress Monitoring Student Score Sheet found in the *Phonemic Awareness and Phonics Toolkit* tracks student mastery of phonics subskills over time. The subskills tracked include concepts such as rhyming, blending, segmenting compound words, and decoding short vowel closed syllables. Each subskill is divided into measurable components (e.g., Rhyming Word Recognition and Rhyming Word Production) and scored using simple (+/-) notations. This format allows for consistent and ongoing progress monitoring.

The kindergarten materials include assessments that systematically measure phonics skills. Embedded lesson assessments support real-time progress monitoring. Quick Checks and Spiral Reviews appear in the pacing chart to ensure timely evaluation as new skills are introduced. These assessments follow the phonics progression across the year, starting with letter-sound relationships, then moving to decoding and encoding CVC words, and advancing to consonant blends, digraphs, and word patterns.

The accuracy of the progress-monitoring tools is ensured through aligned word lists and observable performance tasks such as "Say a word that rhymes with . . ." or "Blend these phonemes to make a word." For example, the material includes real, grade-appropriate words like *fit*, *had*, *cup*, and *math*. The words contained in lessons reflect expected phonics knowledge for kindergarten.

The materials provide assessments placed within and after lesson segments to accurately measure grade-level phonics skills. The assessments are correlated with the TEKS-aligned skills and provide multiple opportunities and methods for accurately assessing skills and recording student learning.

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 across the school year. For example, instruction begins with diagnostic tools and continues with formative assessments embedded in daily lessons. The material provides opportunities to assess phonological and phonemic awareness skills through checkpoints at the beginning, middle, and end of the year.

The assessments are directly aligned with the Progress Monitoring Student Score Sheet, and track specific skills, such as onset-rime segmentation and phoneme deletion. The same tasks and scoring methods are used in both the ongoing assessments and the progress monitoring tools. This continuity enables the comparison of results over time using a consistent data structure.

The materials include optional resources, such as Quick Checks and Spiral Reviews, to assess students at key points in skill acquisition, as outlined in the Pacing Charts.

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 materials include Quick Checks and Spiral Assessments, which are scheduled throughout the pacing calendar. The material provides these tools to monitor each student's progress in phonics and phonological awareness. The *Assessment Guide* includes a Scoring Table to help interpret student scores and suggests small group lessons or differentiated activities based on individual needs.

The materials include a Student Score Sheet organized by phonological awareness and phonics skills. The materials do not provide tools to consolidate data across students or skill areas. Each score sheet reflects individual performance without summary or trend analysis features.

The *Phonemic Awareness and Phonics Toolkit Teacher Guide Intervention's* "Foundational Skills" includes progress monitoring sheets at the end of the guide. These sheets are designed for one-time use and do not support ongoing instructional planning.

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 *Phonemic Awareness and Phonics Assessment Guide* includes "Data Analysis and Next Steps" instructions at the beginning of the booklet. The materials do not provide kindergarten teachers with tools to track whole-class progress or analyze student learning patterns.

The "Foundational Skills" section explains how to use assessments. The materials do not include data-management tools to track progress for the entire class. This lack of class-level tracking makes it difficult to monitor trends, adjust instruction, and plan for acceleration.

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

The materials include general guidance on when to administer assessments, such as Quick Checks and Spiral Reviews, as outlined in the *Pacing Guide*. The *Implementation Guide* recommends using assessment data to support differentiated instruction.

The "Intervention Toolkit" promotes informal monitoring during daily activities and suggests using formal assessments throughout the year. The material specifies monitoring frequencies by performance level. The structure supports consistent tracking over time.

The pacing charts schedule assessments after a set number of lessons. The materials guide adjusting the frequency of progress monitoring based on assessment results.

The materials allow for flexible, ongoing observation. They provide specific guidance on how often to monitor progress. The structure encourages adjustments based on student skill mastery.

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

Differentiation guidance within lessons provides ways to adjust instruction for students who demonstrate mastery or struggle with the material. For example, the materials offer specific tasks to advanced or struggling students, including targeted word-building or encoding tasks. Struggling students receive scaffolded support, such as EL sentence frames or word-building activities.

The materials include guidance on how to accelerate learning by recommending extension activities from the Blue Box options in the daily lessons. For example, Lesson 5: "Add/Delete Phonemes" in the *Foundational Skills* book includes three options for differentiation that can be used based on the Quick Check. The extension activity includes reviewing /f/, /l/, /c/, and /n/ using Letter/Sound Cards to identify each letter and produce the sound it makes.

The *Assessment Guide* states that a score of 100 on the Spiral Review reflects performance that exceeds grade-level expectations. The materials instruct teachers to deliver all core lessons from the *Teacher Guide* and implement the Exceeding activities in the blue differentiation box for students at this level.

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 development of oral language (oracy).	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 materials do 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 kindergarten materials provide explicit guidance for developing oral language through multiple methods. In the "Sound Spelling Patterns" lesson, "Initial ch," the materials include teacher modeling of fluent reading with expression and structured practice using different tones, such as surprise or disgust. The lesson sequence includes modeling, guided practice, and independent practice.

The materials teach oral language through step-by-step routines. In the "Onset-Rime" lesson from the *Intervention: Foundational Skills* book, the materials guide the segmentation of words like *pen* and *cap* and provide a modeled reading of the sentence "Where is the pen cap?" using a questioning tone. The lesson includes structured opportunities for group and independent practice to build fluency.

The "Oral Language Routines" section of the *Implementation Guide* outlines the Turn and Talk routine. The materials include explicit steps for oral language development through partner discussions, including thinking time, structured response, repetition, and expansion.

The materials include instructional steps for developing oracy skills through modeling, coaching, and collaborative practice. In Lesson 2: "Compound Words," the materials provide teacher-led modeling, whole-class echo reading, and partner practice using Phoneme Phones to support spoken communication and vocabulary development.

The kindergarten materials include isolated speaking and listening activities, but do not offer consistent guidance for systematic oracy development. In the "Phonemic Awareness" lesson for "Initial and Final th," the materials include partner blending and decoding of words such as *cloth* and *thud*, but lack follow-up tasks to build expressive oral language. The materials do not include a scope and sequence or guidance that presents systematic oral language instruction across lessons.

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

The materials support academic communication in kindergarten through structured reading and speaking activities. In the "Encode and Decode VC Words Fluency" lesson, the teacher guides students to read short words like *on* and *in* out loud. The Exceeding extension prompts students to create and speak a sentence using those words, which helps them practice sharing ideas.

The kindergarten materials in Lesson 12: "Short e Words," include opportunities for academic communication. In this lesson, students work in pairs to build and say words using Reading Rods. Working in pairs supports speaking and listening for a shared purpose.

In the *Teacher Guide*, the "Encode and Decode Inflectional Endings" lesson includes a routine for teaching the suffix *-er*. The teacher models blending and reading words like *dancer* and *player*. Students build, read, and say new words that end in *-er*. This activity supports academic communication for different purposes.

The material does not exhibit evidence of social communication tailored to different purposes or audiences. The materials primarily focus on phonological awareness and oral language skills, rather than social interactions or adapting communication to the listener.

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 provide authentic opportunities for students to listen actively. Each lesson provides teacher prompts that require students to listen actively in order to respond verbally or with an action that demonstrates participation and understanding.

The materials offer students opportunities to engage in discussions and share ideas during lessons. Lesson 4 guides students to repeat modeled sentences and create short oral responses, such as writing a question or building a sentence with a target word. The tasks support speaking, structured discussions, and peer interactions.

In *Foundational Skills* Lesson 1: "Decode VC Words," the materials include modeled blending of letter sounds to form words such as *on*, *in*, and *at*. The materials support active listening by requiring attention to individual phonemes and participation in guided decoding routines. The blending and segmenting activities build foundational listening skills through repeated practice with sound identification and word formation.

The materials do not provide authentic opportunities for students to ask questions.

The materials do not provide authentic opportunities for students to share information and ideas.

5.C Alphabet

5.C.1 Alphabet Knowledge (K only)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.1a	The materials do not provide a systematic sequence for introducing letter names and their corresponding sounds.	0/2
5.C.1b	All criteria for guidance met.	6/6
5.C.1c	The materials do not include teacher guidance to provide systematic instruction for letter formation for the 26 letters of the alphabet.	2/4
5.C.1d	All criteria for guidance met.	6/6
—	TOTAL	14/18

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

Lessons 1–6 in *Foundational Skills* include a daily chant routine using Letter/Sound Cards with prompts such as "Letter is A, Sound is /a/." The materials guide repetition and letter identification aloud, but do not clarify whether the routine addresses both uppercase and lowercase letters.

The *Implementation Guide* references an oral language routine where students connect a word like ball to the /b/ sound and use it in a sentence; however, this routine does not build toward automaticity with individual letter-sound pairings across the alphabet.

Letter/Sound Cards are referenced in the *Teacher Guide*. The materials do not include a systematic sequence or order for introducing all letters. The materials also do not provide a cumulative instructional routine for teaching each letter and its corresponding sound. As a result, instruction in letter names and sounds is limited and does not provide the structure needed to ensure consistent skill development across the full alphabet.

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

The materials teach letter names using chants, such as "Letter is A, Sound is /a/," and explain which letters are uppercase and lowercase. Students practice distinguishing uppercase and lowercase letters through each alphabet lesson. The materials provide a sequence and regular review for automaticity.

Materials include teacher guidance to provide explicit instruction and develop students' automaticity in identifying uppercase and lowercase letters, as well as their corresponding sounds.

The materials include a chant routine that introduces letter names and sounds using tools such as Letter-Sound Cards and Phoneme Phones. The materials provide focused lessons for each letter-sound pairing to support mastery and automaticity over time.

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

The material provides explicit instructions for letter formation, covering the 52 letters of the alphabet (both upper and lowercase). The materials include directions for writing uppercase or lowercase letters using letter strokes, shape, or position.

The curriculum does not provide systematic instruction for forming all letters of the alphabet. There is no structured sequence for introducing letter formation over time, and the materials do not offer repeated practice with specific letters.

The *Implementation Guide* includes teacher tips, such as asking students to write a letter on a whiteboard during a quick check for understanding. The teacher tips are not part of formal instruction.

Writing tasks do not distinguish between uppercase and lowercase letters.

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

The materials include structured routines to support the development of letter knowledge in isolation. In *Foundational Skills* Lessons 1–6, the materials use Letter/Sound Cards, chants, and Phoneme Phones to teach individual letters and their corresponding sounds. The repeated chant "Letter is A, Sound is /a/" supports memory through routine and auditory practice.

The materials provide visual and auditory cues to build early automaticity with letter names and sounds. The *Implementation Guide* references an activity called Draw to Explain.

The lessons include cumulative review by revisiting previously introduced letters and applying familiar chants across multiple lessons. The materials support the development of alphabet knowledge within meaningful print. The materials include print-based tasks that ask students to apply letter knowledge in connected text, sentences, or real-world contexts, reinforcing learning in authentic literacy settings.

The materials include a variety of activities for students to develop, practice, and reinforce alphabet knowledge, in isolation and in context.

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 basic decoding and encoding. The gradual release of responsibility provides reminders for letter-sound relationships before students build words with Reading Rods and write them out.

In Lesson 5, "Consonant Digraph sh," the materials guide the teacher in modeling how to read and build words like *lash*, *shed*, *wish*, and *shut*. The lesson includes systematic instruction for breaking each word into individual sounds and blending them using Elkonin boxes and Magnetic Wands. The materials provide guided practice with /sh/ words, followed by independent word building and reading. Structured routines support understanding of how letters work together to make sounds, reinforcing decoding and spelling skills.

The materials include systematic instruction for letter-sound relationships applicable to basic decoding and encoding. The gradual release of responsibility provides reminders for letter-sound relationships before students build words with Reading Rods or write out words. The materials also include lessons that progress from simple words to multisyllabic words, reinforcing letter-sound relationships.

The materials follow a systematic sequence for introducing letter-sound relationships. In Lesson 6: "Isolate Phonemes," students systematically progress from learning individual letter sounds to isolating phonemes in words like *pet* and *bus*, then apply this knowledge in decoding and encoding with the structured use of Elkonin boxes and guided sentence reading.

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 the "Corrective Feedback in Action" resource, which provides sample prompts for addressing common student errors related to phoneme-letter connections. The materials guide teachers

to provide explicit (direct) feedback by modeling correct responses, correcting errors immediately, and affirming student efforts.

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

The *Implementation Guide* includes examples of explanatory feedback for errors, such as mispronouncing vowel sounds when a letter is added, and offers strategies for correcting phoneme-letter misunderstandings. The materials include guidance for addressing misconceptions, such as confusing the /b/ and /d/ sounds or misapplying vowel patterns.

The *Implementation Guide* recommends modeling and specific language to support students in understanding how phonemes connect to letters.

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 material provides a variety of resources to support students' development of letter-sound correspondence, enabling them to decode one-syllable words in isolation. For example, Lesson 10 in the *Teacher Guide* includes decoding one-syllable short vowel words in isolation, such as *pig*, *big*, *hid*, *tin*, and *pin*.

The materials include phonics routines that support the process of sounding out and building words. Lesson 5: "Digraph sh," includes tools such as Elkonin boxes and Reading Rods to support word construction. The lesson also provides short sentences for echo reading to reinforce decoding with the target digraph.

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 kindergarten materials include regular review of previously taught lessons to support retention and reinforce learning. Tools such as dry-erase boards and magnetic letters are provided for students to build and modify words that have been previously introduced. The materials include echo reading of sentences that align with previously taught phonics patterns to reinforce learning and support cumulative review.

The materials include a word list that offers kindergarten 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.

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 a section called "Phonological Awareness Routines" that outlines a general sequence for introducing phonological awareness activities; however, the materials do not provide daily lessons on specific skills in a systematic sequence.

The *Teacher Guide* includes activities such as identifying and producing rhyming words, with a sequence that moves from rhyming to syllables. While the materials follow a developmentally appropriate order, there is no clear progression between lessons, and transitions between skills lack scaffolds.

The materials do not follow a systematic sequence from simple to complex phonological awareness skills. For example, Lesson 5 includes the advanced phonemic awareness skill of phoneme deletion before introducing basic phonemic awareness skills, such as identifying rhymes or segmenting sentences.

The materials do not consistently move from larger to smaller sound units. Students engage in phoneme-level manipulation without sufficient prior instruction in whole-sentence segmentation, alliteration, or syllable awareness.

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. The lessons prompt students to segment and blend phonemes, but do not include sample

teacher language or embed correction routines. The *Implementation Guide* includes "Corrective Feedback in Action" for phonemic awareness only. The lessons provide student feedback on phonological awareness errors made during the lesson.

The materials include explicit instructions with recommended explanatory feedback based on common misconceptions. The *Implementation Guide* describes strategies and guidance to address misunderstandings related to phonological awareness skills.

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

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 to support the development of phonological awareness skills. Lesson 2 introduces compound words by blending smaller words to form new ones, building understanding of word structure.

The materials use memory-building strategies, such as hand motions (e.g., thumbs up, thumbs down, and clapping), in Lesson 1 to reinforce rhyme recognition and auditory discrimination. Lesson 1 focuses on identifying and producing rhyming words, while Lesson 2 targets blending spoken syllables. These skills are revisited across lessons for repeated practice aligned to the kindergarten TEKS. Oral routines appear consistently and include sound-based tasks and short sentences using target words. These routines support long-term retention of phonological awareness skills.

Lesson 3 includes structured repetition to help students blend and segment syllables. The repeated oral patterns support memory and skill reinforcement.

The *Assessment Guide* includes a Spiral Review that revisits skills, such as blending and segmenting compound words, supporting cumulative review.

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 teaching phonemic awareness. For example, Lesson 6 introduces phoneme identification, but Lessons 7 and 8 quickly move on to blending, segmenting, and short vowel decoding without continued work on identification. Lesson 7 combines blending and segmenting in one lesson. Lesson 5 introduces phoneme addition and deletion before students have consistent practice with foundational skills. Lesson 4 focuses on onset-rime blending and segmenting, such as /c/ + /at/ = cat. This is an early phonemic awareness skill, and the materials do not progress to include advanced manipulation tasks.

The lessons do not follow a sequence that builds from identifying sounds to more complex tasks, such as substituting phonemes.

5.D.2b – Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

The materials include teacher guidance for correcting common phonemic errors. In Lesson 4: "Onset-Rime," teachers are prompted to model how to separate beginning sounds and word endings and to repeat the task using student responses. The *Implementation Guide* includes a section titled "Phonological Awareness Routines," which prompts teachers to monitor students as they place chips in Elkonin boxes. This helps identify and correct errors when students add, omit, or reverse sounds.

The *Implementation Guide* includes a resource for "Corrective Feedback Routines." It provides one example of feedback for phonemic awareness, specifically in terms of sound manipulation. The materials prompt teachers to check the pronunciation of beginning sounds in words like *back* and *hot*. This supports the correction of common misconceptions about sound formation.

The materials address common misunderstandings, such as assuming that rhyming words must look alike in print. In Lesson 1: "Rhyming," teachers are instructed to explain that rhyming is based on sound, not 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 to help students match sounds to letters when reading. In Lesson 10: "Short i," the script models how to stretch out sounds in a word. The teacher's guidance includes repeating the word slowly, helping students hear each sound before saying the whole word, and building decoding skills.

Lesson 4: "Onset and Rime," supports decoding by having students blend the onset and rime to read words, which helps connect spoken sounds to printed letters.

The materials include explicit guidance for encoding, with students building and writing simple words after identifying each sound. In Lesson 11: "Short o," the teacher says each sound in *sob*, and the lesson script supports spelling the word by sound. The lesson connects phoneme segmentation to written letters through guided word building.

The materials include guidance for connecting phonemic awareness to basic encoding. In kindergarten, students encode words with initial short vowel sounds, such as *an*, *in*, and *up*, to write and read a sentence.

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.

The materials include lessons that help students begin developing phonemic awareness. In Lesson 4, students learn to break words into sounds by listening and repeating after the teacher. The lesson uses sound-only tasks and focuses on helping students hear the parts of a spoken word.

Lesson 16: "Compound Words," helps students develop phonological awareness by teaching them to blend and segment compound words, such as *back* + *pack* = *backpack*. This skill is developed through guidance from the teacher, including guided routines and oral practice.

The materials include a variety of activities to help students practice phonemic awareness skills. The We Do section of the lessons involves students identifying and manipulating sounds in words by using Elkonin boxes, chips, and wands.

The materials include a variety of activities and resources to practice phonemic awareness skills. In Lesson 6, oral routines prompt students to repeat each phoneme in a spoken word and then say the whole word aloud. The lesson includes modeled responses and repeated opportunities to practice blending with multiple words.

The materials include spiral review assessments that reinforce key phonemic awareness skills. Students complete oral tasks that involve blending, segmenting, and deleting sounds across various word structures. The repeated format appears in assessments, allowing students to revisit previously taught skills.

The *Assessment Guide* includes activities designed to help students reinforce the skills they have learned. Spiral Reviews and Quick Checks are provided for teachers to use to support students' reinforcement of phonemic awareness skills. In kindergarten, Quick Check 4 can be used to review identifying, blending, and segmenting onset and rime.

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, both in decodable connected text that builds on previous instruction.	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 sequence for introducing grade-level sound-spelling patterns aligned with the TEKS. Early lessons introduce short vowel CVC words, such as short /a/, short /e/, and short /i/. Later lessons progress to CCVC and CVCC structures, building from simple to more complex patterns. The *Teacher Guide* provides clear, scripted routines for introducing short vowels and CVC formation. In lessons on short /e/ and short /i/, the materials include picture cards, visual supports, and repeated modeling to emphasize sound-spelling relationships. The spelling sequence begins with basic VC and CVC words and advances to consonant blends and clusters. Students master foundational CVC spelling patterns before progressing to more complex ones. The materials include a *Pacing Guide* that outlines the sequence of sound-spelling instruction. Lessons move from single-vowel consonant patterns to more complex CVC and CCVC word types.

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 that introduces basic sound-spelling patterns. Teachers are prompted to model CVC words, such as *cat* and *mop*, using spoken sounds and finger-pointing routines. The *Teacher Guide* contains step-by-step routines for clearly articulating and segmenting sounds in CVC words. The materials direct teachers to use visual cues—such as tapping fingers or pointing to pictures—to support sound-symbol correspondence. The materials include scripted prompts to guide students through reading and writing VC and CVC words. For example, a teacher says, "Now we will put sounds together to make words with short o," and is directed to model writing and sounding out the word *on*.

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 guides teachers to model how sounds represent letters using Reading Rods and Elkonin boxes. In Lesson 8, the materials include word lists with CVC patterns and blending/segmenting routines using words such as *bat* and *mat*, helping to build foundational sound-spelling knowledge.

The materials support the practice of sound-spelling patterns through the We Do section, where students create CVC words using Reading Rods and Elkonin boxes alongside teacher guidance.

The materials reinforce sound-spelling patterns through daily blending and segmenting routines with short vowel patterns. Guided practice includes sorting and reading words like *pot*, *pen*, and *pig*.

The materials include Spiral Assessments that revisit previously taught patterns, such as CVC and digraphs, offering a cumulative review of earlier instruction.

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

The materials include decoding activities that can be used in isolation, utilizing word lists from Lesson 10. Students decode CVC short vowel words such as *hop*, *pot*, and *top*, through structured lists and oral tasks. The materials provide a variety of activities and resources to support decoding words in isolation. In kindergarten Lesson 10, students use chips, a magnetic wand, and written words to support decoding through multisensory routines.

The materials include encoding tasks focused on CVC short vowel words in isolation. Students spell words like *cat* and *mop* using oral routines with sound cards. Dictation tasks include writing individual words after hearing each sound. 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 in decodable connected text that builds on previous instruction.

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	The materials do not provide an opportunity to write high-frequency words in connected text.	3/4
—	TOTAL	15/22

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 (e.g., *the*, *in*, *for*, *are*, *they*). The examples provided serve as standalone routines without structured introduction, pacing, or categorization of word types.

The materials reference a TEA Word List, which is not organized by grade level or linked 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 provide explicit instruction on regular and irregular high-frequency words through structured routines and visual supports. For example, the word *they* is introduced by mapping the four letters into Elkonin boxes to build word recognition.

The materials include guidance for decoding regular and irregular high-frequency words. Decoding practice involves stretching and blending sounds for regular words. Irregular words, such as *the*, are introduced with explanations that they cannot be decoded using standard phonics rules. Word lists and repeated readings provide practice in isolation and connected text.

The materials provide explicit instruction for encoding regular and irregular high-frequency words. Encoding activities include building words, such as *one*, through structured word-mapping and spelling routines.

The materials include encoding practice using multisensory activities and visual supports. Activities involve writing words like *for* and *are* on dry-erase boards, copying them while spelling aloud, and mapping words such as *like*, *they*, and *one* with Elkonin boxes and colored chips.

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. Lessons introduce words such as *get* and *see* using Reading Rods to map each sound to a letter, and irregular words like *they* and *one* are introduced through sound mapping with Elkonin boxes (Lesson 8).

The materials include opportunities to practice decoding and encoding regular and irregular high-frequency words in isolation and connected text. For example, in Lesson 9, students practice decoding irregular words such as *the* and *was* through repeated sentence reading and guided choral reading. Encoding routines include spelling words like *one* using Elkonin boxes and writing words such as *for* and *are* on dry-erase boards while spelling aloud.

The materials lack a consistent cumulative review to reinforce decoding and encoding of regular or irregular high-frequency words. Although resources like the *High-Frequency Words* book and "Fluency Readers" provide repeated exposure, there is no structured spiral review for these skills.

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, to help students read and write high-frequency words in isolation and in connected text. The *High-Frequency Words* lessons guide students through segmenting, mapping, and spelling words such as *in*, *for*, *are*, *they*, and *one*. Activities use Elkonin boxes, colored chips, Reading Rods, and dry-erase boards for multisensory practice. For example, students map the sounds in *they* using Elkonin boxes, and the teacher models writing words like *at* on a dry-erase board for students to copy and spell.

The materials include opportunities to read high-frequency words in connected text. Sentences such as "Fred fed the best red hen," and "Ken sent his pet to the vet." provide repeated reading practice with high-frequency words like *the*, *his*, *to*, and *pet*. Lesson 8 includes sentence reading with words such as *can* and *the*, promoting fluency and automatic recognition.

The materials do not provide opportunities to write high-frequency words in connected text.