

Hand2mind, Inc.

English Phonics, 1

Phonemic Awareness and Phonics Toolkit–Grade 1

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798899380211	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 Not in Report	26	Flags Not in Report	Flags in Report	10

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	20 out of 28	71%
2. Progress Monitoring	19 out of 26	73%
3. Supports for All Learners	15 out of 27	56%
4. Phonics Rule Compliance	29 out of 31	94%
5. Foundational Skills	49 out of 108	45%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	0	0	0
2. Alignment with Public Education's Constitutional Goal	0	0	0
3. Parental Rights and Responsibilities	0	0	0
4. Prohibition on Forced Political Activity	0	0	0
5. Protecting Children's Innocence	0	0	0
6. Promoting Sexual Risk Avoidance	0	0	0
7. Compliance with the Children's Internet Protection Act (CIPA)	0	0	0

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	3
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	All criteria for guidance met.	4/4
1.1b	All criteria for guidance met.	2/2
1.1c	All criteria for guidance met.	2/2
1.1d	The materials do not contain protocols with corresponding guidance for unit internalization.	1/2
1.1e	The materials do not contain resources and guidance for instructional leaders to support teachers in implementing the materials.	0/2
—	TOTAL	9/12

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

The *hand2mind Phonemic Awareness and Phonics Toolkit Implementation Guide* contains a section titled "Standard Alignment for First Grade." This section lists Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and concepts taught throughout the year.

The materials included a scope and sequence organized in a table with a column for TEKS, ELPS, and concepts taught. For example, Lesson 1 covers isolating phonemes as the topic, 1.2A (orally generate rhyming words, blend, and segment phonemes) as the assigned lesson TEKS, and 2(I) (demonstrate listening comprehension) as the lesson's assigned ELPS.

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

The *hand2mind Phonemic Awareness and Phonics Toolkit Implementation Guide* includes a section titled "Pacing Guides for First Grade" to support effective implementation.

The *Pacing Guide* offers three flexible calendar options: 165, 180, and 210 instructional days. It displays the number of days allocated for each lesson based on the selected calendar. This helps ensure that all content is taught within the available instructional time.

The *Pacing Guide* includes review days to reinforce foundational concepts and support the successful implementation of the materials.

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 front matter helps teachers understand key phonics concepts and how the units build on one another throughout the course. The "Phonological Awareness" section explains what students may have already learned and how that learning connects to future goals. The materials include a rationale for the unit and show how foundational concepts are linked. Phonological awareness serves as the base for phonemic awareness. For example, the "Phonemic Awareness" section provides classroom examples to support instruction.

The *hand2mind Phonemic Awareness and Phonics Toolkit Implementation Guide* includes a section titled "Rationale for Utilizing Routines in Explicit Phonics Instruction." Included in this section is the unit order for phonological awareness and an outline of how the skills progress across the program. The "Phonological Awareness" routines section includes an infographic that illustrates the sequence of skills, starting with Rhyming Songs and ending with Blending and Segmenting Individual Phonemes.

The *Implementation Guide* explains the unit order of phonics instruction. It states that the materials follow a logical sequence that builds on previously taught skills and reinforces mastery before introducing more complex phonics patterns.

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

The materials guide lesson internalization by showing a graphic that breaks down each part of the lesson, including objectives, materials, visual cues or hand motions, and key vocabulary words. Each lesson includes differentiation and scaffolding strategies, along with formal and informal assessments. The materials give specific guidance on pre-teaching routines and assessments that support students with accommodations; however, they do not outline clear steps or expectations for how teachers should internalize entire units.

The *Implementation Guide* provides protocols to support the internalization of lessons. The guide provides teachers with clear instructions on how to deliver lessons effectively. It includes best practices for intervention, such as explicit and systematic instruction. It also covers modeling and guided practice, immediate feedback and correction, engagement strategies, progress monitoring, and repetition. The guide also includes teacher guidance on pre-teaching routines, corrective feedback, student engagement, checks for understanding, phonological awareness routines, phonics routines, oral language routines, and accommodations. The materials do not provide guidance on how teachers should internalize the structure or sequence of entire units.

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

The materials do not provide instructional leaders with specific strategies or tools for using the data to plan instruction, improve teaching, or align instruction with the program's design.

The materials do not include resources and guidance for instructional leaders to support teachers in implementing the materials as designed.

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 and English, for each unit.	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 unit overview explains key concepts and terminology. There is a clear explanation of the differences between phonological awareness, phonemic awareness, and phonics that will enhance teachers' content knowledge.

Materials include a background unit overview in each unit that provides the background content knowledge and academic vocabulary necessary to teach the concepts in the unit effectively. For example, the *Phonemic Awareness and Phonics Toolkit Teacher Guide* defines phonological awareness, phonemic awareness, phonics, and fluency.

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

The materials do not provide family support resources in both Spanish and English for each unit, and they also do not include suggestions to help families support student progress at home.

The materials do not include strategies or activities in English and Spanish that families can use at home to support their students' learning and development.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	The materials do not contain questions to promote the use of language to meet language objectives in the lesson plans, and do not include a reference to how mastery of the content standards of the lesson will be assessed.	6/8
1.3b	The materials do not contain a lesson overview listing the suggested timing for each lesson component.	2/3
1.3c	All criteria for guidance met.	1/1
—	TOTAL	9/12

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 lessons include clear daily objectives aligned to the Texas Essential Knowledge and Skills (TEKS) and English Language Proficiency Standards (ELPS), as outlined in the *Pacing Guide*. The "We Do" section of each lesson plan contains questions that assess understanding. Multisensory tasks help students master the objective, and the left-hand side of each lesson features photos of the materials needed for instruction.

The materials provide comprehensive and detailed lesson plans that support the effective delivery of lessons for foundational skills intervention. Each plan includes instructional strategies, manipulatives and visuals, small-group structures, universal access considerations, a clear lesson structure, grade-level focus, and evidence-based practices. The lesson plans also include daily learning objectives aligned to the TEKS and daily language objectives aligned to the ELPS. Each lesson lists the materials needed, provides tasks to support mastery, and includes questions aligned with the content objective.

The lesson plans do not include questions specifically designed to address the language objective. They also do not clearly explain how teachers should assess whether students have mastered the content standards.

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 left side of each lesson plan lists the materials that students and teachers will use to complete the lesson. Pictures help teachers identify which materials to use with each part of the lesson. The lesson does not include suggested timing for each component.

Each lesson is designed to be taught in a 15-minute time frame. Teachers can reference which parts of the lesson should be included during the 15 minutes by using the *Pacing Guide*. The lessons include time for direct instruction, guided practice, and independent work. However, there is no timestamp for specific lesson components.

Each grade 1 *Teacher Guide* lesson contains a list of teacher and student materials. For example, Lesson 1: "Isolate Phonemes," lists dry-erase boards and markers, 3D sound and phonics cards, write-on/wipe-off Elkonian boxes, colored chips, a magnetic wand, and a phoneme phone. Lessons are explicitly written to describe the modeling and use of all materials. The materials also include PDF versions of the one sentence used during the "Fluency" part of the lesson. The lesson plans do not provide timing for each lesson component.

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

The materials provide opportunities to extend learning for students who exceed grade-level expectations within each lesson component. These extensions use more complex words to challenge students who have already mastered the core content. For example, in the "Phonics" section, students use the letters *b, c, d, g, j, k, m, r, s, t, and u* to build as many words as possible. A partner then reads the words back to them. In the "Phonemic Awareness" component, students who are approaching expectations build three-letter closed-syllable words, while those exceeding expectations build closed-syllable words with four or five sounds. The materials support differentiation by providing word lists that help teachers target instruction and promote mastery.

Each lesson includes an "Exceeding" section that offers specific extension activities. For example, Lesson 1 in the *Phonemic Awareness and Phonics Toolkit: Encode and Decode Consonant Blends* suggests having students sound out five additional words with more phonemes than those in the core lesson. In Lesson 2, the extension recommends that students use Reading Rods to build and sound out CCVCC words.

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 contain unit-level instructional assessments with a variety of task types and question formats. Lesson-level instructional assessments do not include a variety of question types.	3/9
2.1b	All criteria for guidance met.	2/2
2.1c	All criteria for guidance met.	2/2
2.1d	All criteria for guidance met.	6/6
2.1e	The materials do not contain instructional assessments that are at more than two varying levels of complexity.	1/2
—	TOTAL	14/21

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 Assessment Guide* includes an "Overview" section that lists and describes the three types of assessments found in the toolkit—Quick Check Assessments, Spiral Review Assessments, and Teacher Guide Assessments. The Quick Check Assessments are short, targeted formative assessments focused on specific skills taught in individual lessons. The Spiral Review Assessments are summative assessments that cover multiple skills taught across several lessons. The Teacher Guide Assessments are diagnostic and provide a complete skill evaluation. The Progress Monitoring tool is used at the beginning, middle, and end of the year to measure students' progress and identify areas that require support.

The "Grade 1 Assessment Pacing Chart" shows when to administer Quick Check and Spiral Review Assessments. These assessments are placed after specific skills are taught, not by unit. The materials do not include assessments for each unit.

The materials offer various types of assessments to evaluate student learning over time. The Quick Check Assessments are administered at the end of a lesson. The Spiral Review Assessments are administered after several lessons, based on the pacing chart. The Teacher Guide Assessments are administered at the beginning, middle, and end of the year.

The materials include various formative assessments for each lesson. These assessments align with the lesson's focus. For example, after Lesson 2: "Isolate and Blend Phonemes," the Quick Check Assessment 1: Isolating and Blending Phonemes is administered.

All lesson-level assessments include only multiple-choice questions.

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

The materials define Quick Check Assessments as short and targeted to specific skills taught in a lesson. Spiral Review Assessments are comprehensive assessments that determine if students are retaining previously taught skills. Teacher Guide Assessments monitor student growth in phonemic awareness and phonics skills.

The section titled "How to Use Assessments" explains the purpose of progress monitoring. The program includes short assessments after each skill. Teachers use these assessments to determine whether students have mastered the concept or need additional practice. The materials also include targeted word lists. Teachers use these lists to reteach and strengthen specific skills. These tools guide instruction and support student growth.

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

The materials provide administration guidelines for accuracy, explain how to analyze the data, and list the next steps a teacher would take for instructional planning. The materials provide an answer key for each assessment and scripts to ensure that assessments are standardized.

The instructional assessments include a *Scoring Guide* for Spiral Review Assessments and Quick Check Assessments to ensure consistency across examiners.

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

The materials contain Teacher Guide Assessments (diagnostic assessments) aligned to the Texas Essential Knowledge and Skills (TEKS) and objectives of the lesson. For example, the diagnostic assessment, found in the *Phonemic Awareness and Phonics Toolkit*, assesses decoding words with inflectional endings. This assessment aligns with the objectives outlined in the lesson titled "Decode Inflectional Endings." This lesson targets decoding words with inflectional endings and aligns to TEKS 1.2 B (v) decoding words with inflectional endings, including *-ed*, *-s*, and *-es*.

The materials include Quick Check Assessments (formative assessments) aligned to the TEKS and lesson objectives. The Quick Check Assessment 1: Isolating and Blending Phonemes assesses the skill of

blending phonemes. This skill aligns with the objectives of Lesson 2: "Blend and Segment Phonemes." This part of the formative assessment also aligns to TEKS 1.2A (blend spoken phonemes to form words).

The materials include Spiral Review Assessments (summative assessments) that are aligned to the TEKS and lesson objectives. For example, the summative assessment, Spiral Review Assessment 5: Inflectional Endings, assesses spelling with inflectional endings. This skill aligns with the objectives of Lesson 1: "Inflectional Ending -s" in the *Phonemic Awareness and Phonics Toolkit: Inflectional Endings* book. This part of the summative assessment also aligns to TEKS 2.2(B)(vi) (spell inflectional endings).

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

The materials provide TEKS-aligned instructional assessments with two levels of complexity. For example, in the *Assessment Guide*, the Quick Check Assessment 1: Isolating and Blending Phonemes includes multiple choice questions ("How many sounds are in the word 'clap'"). The materials include a list of closed syllable words for decoding in the "Assessments" section of the *Teacher Guide*.

The materials provide instructional assessments at only two levels of complexity and do not include a third, distinct level.

The materials provide TEKS-aligned instructional assessments with varying complexity. For example, Spiral Review Assessment 2: Consonant Digraphs questions contain multiple-choice, substituting phonemes, and deleting phonemes. The assessments in the *Phonemic Awareness and Phonics Toolkit*, "Assessments for Grade 1," contain assessments that include decoding. There are no additional varying levels of complexity found in these assessments.

2.2 Data Analysis and Progress Monitoring

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

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

The instructional assessments provide guidance for interpreting student performance through the *Scoring Guide*. The *Scoring Guide* provides the percentages for determining if students Exceed, Meet, or Approach on Spiral Review Assessments and Quick Check Assessments.

The *Phonemic Awareness and Phonics Toolkit Assessment Guide* provides a *Scoring Guide* for Spiral Review Assessments and Quick Check Assessments. The table provides scoring information for interpreting students' performance levels, scores, percentages, and includes a section titled "What to Use" for resources. The assessments provide detailed scoring information, which contributes to targeted support for student needs.

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

The *Phonemic Awareness and Phonics Toolkit Assessment Guide* provides a *Scoring Guide* for Spiral Review Assessments. This guide provides guidance for tasks and activities to respond to student trends in performance on assessments. For example, to support students in the Approaching category, teachers will, "Use all lessons and assessments in the TG and the approaching activities after each lesson in the blue box."

The materials provide guidance for the use of included tasks and activities to respond to student performance on assessments. The *Scoring Guide* provides activities to show what to do for each performance level. For example, teachers are told to use the Approaching activities after each lesson for students who perform at 60 percent or less on Quick Check Assessments or Spiral Review Assessments.

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 *Phonemic Awareness and Phonics Toolkit*, grade 1 materials include Directions, Printable Word Lists, Assessments, Notes and Observations, and Progress Monitoring. These tools provide for teachers to track student progress and growth.

The materials include tools for teachers to track student progress and growth. For example, the *Phonemic Awareness and Phonics Toolkit Assessment Guide* includes progress monitoring checklists and scoring charts that allow teachers to record student performance on phonics skills (e.g., blending, segmenting, decoding) across time. These tools support tracking both progress toward specific skills and growth in performance over multiple assessment points.

The materials include Student Progress Trackers in each book. This tool provides support for students to track 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 contain paired, scaffolded lessons for students who have not reached proficiency on grade-level content and skills.	2/3
3.1b	The materials do not contain pre-teaching or embedded supports for unfamiliar vocabulary and references in text.	0/2
3.1c	The materials do not contain teacher guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills.	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 grade 1 materials include teacher guidance for activities for students who have not yet reached proficiency on grade-level content and skills. The *Phonemic Awareness and Phonics Toolkit Teacher Guide* includes teacher guidance for an activity for students who are Approaching. For example, the guidance prompts teachers that "If students have difficulty reading the sentence fluently, have them echo read the chunks after you. Then have them echo read the sentence in its entirety."

The grade 1 materials do not include teacher guidance for paired, scaffolded lessons for students who have not yet reached proficiency on grade-level content and skills.

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

The materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in text. Vocabulary is not taught through context or structured supports.

The materials do not include pre-teaching or embedded supports for unfamiliar vocabulary in text. The texts in the "Fluency" part of lessons do not include figurative language, idioms, or academic language. The texts in the materials include only decodable words and high-frequency words.

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 grade 1 materials do not include teacher guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills.

The materials include teacher guidance for enrichment and extension activities for students who have demonstrated proficiency in grade-level content and skills.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	The materials do not contain guidance to support the teacher in modeling and explaining the concepts.	2/4
3.2b	All criteria for guidance met.	2/2
3.2c	All criteria for guidance met.	3/3
—	TOTAL	7/9

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

The grade 1 materials include explicit prompts in the *Phonemic Awareness and Phonics Toolkit Implementation Guide* for grade 1 that assist the teacher in modeling open syllables. For example, the teacher is prompted to say, "Say: Listen to this word: donut. It includes both an open and a closed syllable," followed by "Ask: Which syllable has a long sound?"

The materials do not include guidance to support the teacher in modeling and explaining the concepts to be learned.

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 and facilitation using a variety of instructional approaches. The lessons in the *Phonemic Awareness and Phonics Toolkit Teacher Guide* include guidance and recommendations for teachers to use colored chips, magic wands, and Reading Rods. The lessons also include guidance and recommendations for teachers to use Elkonin boxes, Word Cards, and sentences.

The materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. The lessons in the *Phonemic Awareness and Phonics Toolkit Teacher Guide* include guidance and recommendations for a multimodal approach, including sound stretching using fingers, sound tapping, and thumbs up/thumbs down.

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 grade 1 materials provide multiple types of practice for students. The lessons in the *Phonemic Awareness and Phonics Toolkit Teacher Guide* include guided practice and independent practice.

The materials include guidance for teachers to support effective implementation. The *Phonemic Awareness and Phonics Toolkit Teacher Guide* provides lessons that are scripted and "provide directions and questions that the teacher can use to guide students during instruction."

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 contain embedded guidance for teachers to support emergent bilingual students developing academic vocabulary or increasing comprehension through oral discourse; materials do not include guidance for teachers to support emergent bilingual students through written discourse.	2/8
3.3d	This guidance is not applicable to the program.	N/A
—	TOTAL	5/11

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 grade 1 materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency. The accommodations are designed to engage students in using increasingly more academic language.

The materials include teacher guidance on providing linguistic accommodations for various levels of language proficiency, as defined by the English Language Proficiency Standards (ELPS).

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

The materials include implementation guidance within each lesson to support teachers in effectively using the materials in state-approved bilingual or English as a Second Language) ESL 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 grade 1 materials include embedded guidance for teachers to support emergent bilingual students in building background knowledge and making cross-linguistic connections through oral discourse.

The materials do not include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary or increasing comprehension through oral discourse.

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

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

4. Phonics Rule Compliance

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

4.1 Explicit (Direct) and Systematic Phonics Instruction

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.1a	All criteria for guidance met.	2/2
4.1b	All criteria for guidance met.	4/4
—	TOTAL	6/6

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

The grade 1 materials provide systematic instruction of phonics skills. Instruction begins with simple sound-symbol correspondences, such as closed syllables, and progresses to more complex skills like inflectional endings and contractions, as outlined in the "Pacing Calendar."

The grade 1 materials include sequenced instruction of phonics skills. The materials build upon previous knowledge. For example, in the "Encode and Decode Long o" lesson, the materials include a word with a consonant blend within the word *broke*, which is a previously taught skill.

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

The grade 1 materials include explicit and ongoing practice opportunities for phonics skills in both isolation and connected text. In the *Phonemic Awareness and Phonics Toolkit Teacher Guide*, the "You Do" section prompts students to build and decode words such as toad, road, low, and aloe in isolation. The "Fluency" section provides a decodable sentence for contextual reading: "The soap will float in the bowl."

The materials offer repeated practice across multiple lessons. For example, Lessons 5–17 focus on short vowel sounds through encoding, blending, and decoding activities. Spiral Review Assessments and decodable texts reinforce previously taught vowel patterns, supporting consistent application of sound-symbol correspondences.

4.2 Daily Instructional Sequence and Routines

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

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

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

The grade 1 materials include daily lessons with explicit phonics instruction supported by teacher modeling. In the *Phonemic Awareness and Phonics Toolkit Teacher Guide*, the "Decode Long *a*, *i*, and *o*" lesson provides scripted guidance for modeling how to build and read words such as *bike* using Reading Rods.

The materials also include scripted language in the "I Do" portion of phonics lessons to reinforce vowel patterns. The script prompts the teacher to explain the importance of listening for vowel sounds and demonstrates how to build and blend a word such as *make* using Reading Rods, providing clear examples of modeling during instruction.

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

The grade 1 materials include daily opportunities for explicit, guided phonics instruction. In the "Long *o*, Silent *e*" lesson, the materials provide a scripted routine that walks students through sound-by-sound word building. The teacher models how to identify each sound in the word *home* and uses Reading Rods to construct the word, including the silent-*e* to signal the long *o* sound. This structured routine supports understanding of spelling patterns through guided practice.

The *Phonemic Awareness and Phonics Toolkit Implementation Guide* outlines general strategies for providing corrective feedback, including suggested routines and response techniques.

Daily lessons include embedded prompts and explicit guidance for delivering immediate and corrective feedback during instruction.

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

In grade 1, the "You Do" part of the daily lessons includes a variety of independent practice opportunities, such as reading with phoneme phones, building words with Reading Rods, and matching sounds using Elkonin boxes.

The grade 1 materials include opportunities for students to practice phonics skills through independent practice during daily lessons. The "Short *a* Nasal" lesson has an example of independent practice of phonics during the "You do" portion of the phonics lesson (e.g., "Students build the remaining words") and the "You do" portion of the fluency lesson (e.g., "Students read the sentence with fluency, expression, and chunking").

The materials include a variety of opportunities for students to practice phonics skills through collaborative learning, such as Blend Buddy Building, Blend Sort Challenge, and Phonics Relay.

4.3 Ongoing Practice Opportunities

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

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

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

The grade 1 materials include intentional phonics practice and cumulative review across the curriculum. In the "Encode and Decode Long o" lesson, the materials incorporate the word broke, which contains a consonant blend introduced earlier in the "Short Vowel" lessons, reinforcing previously taught skills.

The *Phonemic Awareness and Phonics Toolkit Implementation Guide* features a "180-Day Pacing Guide" that schedules cumulative review on multiple instructional days, including Days 16–17, 30–31, 36–37, 42–43, 48–49, 54–55, 64–65, 79–80, 85–86, 91–92, 98–99, 104–105, 110–111, 116–117, 122–123, and 179. The "Review Day Directions" at the end of the guide instruct teachers to use data from the Quick Check assessments to determine review needs and apply strategies from the differentiation boxes within the lessons.

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

The grade 1 materials include practice opportunities that focus only on phonics skills explicitly taught in prior instruction. In the *Phonemic Awareness and Phonics Toolkit Teacher Guide*, the "Closed Syllable" lesson reinforces previously introduced skills by providing practice with short vowel words containing all five vowels and blends, as introduced in Lessons 3–8.

The grade 1 materials provide practice that is limited to phonics skills explicitly taught in previous instruction. In the *Phonemic Awareness and Phonics Toolkit Teacher Guide*, Lesson 16, "Initial *wh* and Final *ck*," includes review activities that reinforce decoding words with *wh* and *ck*, building directly on content from Lessons 14 and 15.

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

The grade 1 materials include decodable texts that provide cumulative practice of previously taught phonics skills. In the *Phonemic Awareness and Phonics Toolkit Teacher Guide*, the "Inflectional Ending *-ing*"

lesson features a sentence that integrates closed syllables, blends, digraphs, and inflectional endings, allowing students to apply multiple skills in context.

The *Phonemic Awareness and Phonics Toolkit Encode and Decode R-Controlled Vowels* book includes a "Decode *ar* and *or*" lesson with a sentence that reinforces skills such as closed syllables, blends, digraphs, and *r*-controlled vowel patterns. These texts are designed to support ongoing review and application of foundational phonics concepts.

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

The grade 1 materials include decodable texts that provide cumulative practice of previously taught phonics skills. In the *Phonemic Awareness and Phonics Toolkit Teacher Guide*, the "Inflectional Ending *-ing*" lesson features a sentence that integrates closed syllables, blends, digraphs, and inflectional endings, allowing students to apply multiple skills in context.

The *Phonemic Awareness and Phonics Toolkit Encode and Decode R-Controlled Vowels* book includes a "Decode *ar* and *or*" lesson with a sentence that reinforces skills such as closed syllables, blends, digraphs, and *r*-controlled vowel patterns. These texts are designed to support ongoing review and application of foundational phonics concepts.

4.4 Assessments

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

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

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

The materials include a variety of developmentally appropriate assessment tools. "Grade 1 Assessments," located in the *Assessment Guide*, includes a Spiral Review Assessment 2: Consonant Digraphs that contains multiple-choice, substituting phonemes, and deleting phonemes.

The materials include a variety of assessment tools that are developmentally appropriate. For example, the *Phonemic Awareness and Phonics Toolkit Assessment Guide* provides a developmentally appropriate assessment for long vowel patterns (including phonological awareness and decoding skills) within the Spiral Review Assessment 4: Long Vowel Patterns.

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

The grade 1 materials systematically measure students' growth in phonics skills through beginning, middle, and end-of-year assessments that track growth on specific skills such as decoding CVC words, words with consonant digraphs, words with long vowels, and inflectional endings.

The grade 1 materials include progress monitoring tools that accurately measure students' acquisition of grade-level phonics skills. The *Phonemic Awareness and Phonics Toolkit Assessment Guide* provides a *Scoring Guide* to ensure grading is accurate for Quick Check Assessments and Spiral Review Assessments.

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

The grade 1 materials systematically measure student growth in phonics skills through beginning, middle, and end-of-year assessments. These assessments track progress on specific skills, such as decoding CVC words, words with consonant digraphs, long vowel words, and words with inflectional endings.

The materials also include progress monitoring tools that measure students' acquisition of grade-level phonics skills. The *Phonemic Awareness and Phonics Toolkit Assessment Guide* provides a *Scoring Guide* to support accurate grading for both Quick Check and Spiral Review assessments.

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 contain data-management tools for tracking whole-class student 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 provide data-management tools for tracking individual student progress. For example, a chart organized by phonics skills, incorporating data from the beginning, middle, and end of year Teacher Guide Assessments. This chart enables teachers to make appropriate instructional decisions to accelerate instruction.

The materials located in the *Phonemic Awareness and Phonics Toolkit*, grade 1, include data-management tools, including a digital template for assessments, to track individual student progress. The materials include a *Scoring Guide* to help interpret data to make appropriate instructional decisions to accelerate instruction.

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

The grade 1 materials do not include data-management tools for teachers to track whole-class progress or analyze patterns in student performance.

The materials provide data-management tools for tracking individual student data but do not include data-management tools (digital or hard copy) for whole-class progress to help analyze patterns and needs.

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

The materials include specific guidance on determining frequency of progress monitoring based on students' needs. For example, the *Phonemic Awareness and Phonics Toolkit Teacher Guide* states that the

Progress Monitoring is given after each skill is taught. The purpose of the Progress Monitoring is to determine mastery of skills.

The materials include specific guidance on determining frequency of progress monitoring based on students' needs. The *Phonemic Awareness and Phonics Toolkit*, grade 1, includes guidance for assessments to be taken at the beginning, middle, and end of the year to monitor student progress based on a full skill evaluation.

The materials include "Guidance on Progress Monitoring" that provides specific guidance on determining frequency of progress monitoring based on students' strengths.

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

The materials include guidance on how to accelerate learning using progress monitoring data. The *Scoring Guide* instructs teachers to use the Approaching activities after each lesson for students who receive a 0–60 percent on Quick Check Assessments or Spiral Review Assessments.

For students who consistently score in the Approaching range, the materials direct teachers to implement all core lessons and assessments in the *Teacher Guide*, along with the accompanying Approaching activities to support skill development and progress toward mastery.

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 contain explicit and systematic instructional guidance on developing oral language and oracy through a variety of methods.	0/8
5.B.1b	The materials do not contain opportunities for students to engage in social and academic communication for different purposes and audiences.	0/4
5.B.1c	The materials do not contain authentic opportunities for students to ask questions to understand information, engage in discussion, or share information and ideas.	1/4
—	TOTAL	1/16

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

The materials do not include explicit and systematic instructional guidance on developing oral language through a variety of methods.

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

The materials do not include prompts or opportunities that support social communication for different purposes (e.g., relationship-building, turn-taking,) or for different audiences (e.g., peer, group, partner).

The materials do not include opportunities for students to engage in academic communication for different purposes (e.g., describing, explaining, clarifying,) or audiences (e.g., teacher, classmate, group).

5.B.1c – Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)

The materials include authentic opportunities for students to listen actively. Students listen actively during the "Fluency" section of the "Blend and Segment Phonemes" lesson. The script prompts the teacher to say, "We stop and clap for the best band!" and models expressive reading using fluency,

intonation, and chunking. The students echo the sentence using their Phoneme Phones and choral reading strategies.

The materials do not include authentic opportunities for students to ask questions, engage in discussion to understand information, or share information and ideas.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	All criteria for guidance met.	4/4
5.C.2b	The materials do not contain guidance for the teacher to provide explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors.	0/2
5.C.2c	All criteria for guidance met.	6/6
—	TOTAL	10/12

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

The materials include scripted lessons that explicitly introduce letter-sound relationships in an order that allows for application to basic encoding and decoding. For example, students use Elkonin Boxes to segment words with short /i/ and blend them together. Then, students use Reading Rods to encode *pig*, *big*, *hid*, *tin*, and *pin*. Finally, students decode short /i/ words in a decodable sentence.

The materials systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. In grade 1, the materials introduce short vowels and consonant digraphs before long vowels and vowel teams. Each lesson begins with identifying the targeted skill before segmenting and blending words using Elkonin Boxes. Students use their letter-sound relationships to build words with Reading Rods before reading decodable texts with the targeted skill.

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

The materials do not include teacher guidance to provide explicit instruction focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common misconceptions.

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)

Materials include a variety of activities for students to develop their understanding of applying letter-sound correspondence to decode one-syllable words in isolation and decodable connected text. Lesson 9: "Closed Syllables" in the *Phonemic Awareness and Phonics Toolkit Teachers Guide*, grade 1 includes activities to develop letter-sound correspondence located in the section titled "Phonemic Awareness/Phonics." The materials include Elkonin Boxes, colored chips, and magnetic wands to support phoneme segmentation in words such as *bunt* and *slid*. The materials guide students to write the corresponding letter for each sound in closed-syllable words. In the "Fluency" section, the materials provide a decodable sentence—"The man let out a gasp as his pup got wet in the big pond"—and prompt students to read it using varied expressions to build fluency.

Materials include a variety of activities for students to practice their understanding of applying letter-sound correspondence to decode one-syllable words in isolation and decodable connected text. Lesson 9: "Closed Syllables" in the *Phonemic Awareness and Phonics Toolkit Teachers Guide*, grade 1 includes activities to practice letter-sound correspondence located in the section titled "Phonemic Awareness/Phonics." Students use Reading Rods to build the word *bunt*, *slid*, and other words with closed syllables. The "Fluency" section includes students reading the decodable sentence "The man let out a gasp as his pup got wet in the big pond," with different expressions.

Materials include a variety of activities for students to reinforce their understanding of applying letter-sound correspondence to decode one-syllable words in isolation and decodable connected text. Lesson 50: "Short and Long e" in the *Phonemic Awareness and Phonics Toolkit Teachers Guide*, grade 1 provides an activity to reinforce letter-sound correspondence located in the section titled "Fluency." Students read words in isolation (e.g., *meet*, *Fred*, *step*, *ten*, *beat*, *eggs*, and *meal*). Students read two decodable sentences as guided practice and independent practice using Phoneme Phones.

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 contain a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS.	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 materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade 1 Texas Essential Knowledge and Skills (TEKS) that begins with simple skills and gradually transitions to more complex skills.

The materials do not include a systematic sequence for introducing phonological awareness activities in accordance with grade 1 TEKS that begins with larger units of sound and gradually transitions to smaller units of sound.

5.D.1b – Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

The materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors. Teacher guidance for corrective feedback for students based on common misconceptions is included in each of the phonological awareness activities.

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

The materials include a variety of activities and resources that use memory-building strategies for students to develop, practice, and reinforce phonological awareness skills connected to grade-level TEKS.

The materials include a variety of activities, including activities that use manipulatives and movement for students to develop, practice, and reinforce phonological awareness skills.

5.D.2 Phonemic Awareness (K–2)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.2a	The materials do not contain a systematic sequence for introducing phonemic awareness activities.	0/3
5.D.2b	The materials do not contain recommended explanatory feedback for students based on common errors or common misconceptions.	0/2
5.D.2c	All criteria for guidance met.	2/2
5.D.2d	The materials do not contain a variety of activities for students to reinforce phonemic awareness skills through cumulative review.	2/3
—	TOTAL	4/10

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 introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes and gradually transition to more complex manipulation practices, such as adding, deleting, and substituting phonemes.

The materials do not include a systematic sequence for introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes and transition to blending the phonemes into syllables.

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

The materials do not include explicit (direct) instruction for teaching phonemic awareness skills with recommended explanatory feedback for students based on common misconceptions.

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

The materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support the transition from oral language activities to basic decoding. In Lesson 60, "Decode Inflectional Endings," the phonemic awareness activity uses colored chips to count syllables in words

such as *checking* and *smashed*. The phonics section includes decoding practice with inflectional endings -s, -ed, and -ing using Reading Rods. Materials guide word building and reading with examples such as *fish*, *fishing*, and *fished*.

The materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle. Lesson 50, "Encode Inflectional Endings," features a phonemic awareness activity that uses finger stretching to count syllables in words such as *stops*, *played*, and *wishing*. The phonics section of the same lesson incorporates Reading Rods to support encoding of inflectional endings -s, -ed, and -ing. Materials guide word building and reading with examples such as *play*, *plays*, *played*, and *playing*.

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 for students to develop phonemic awareness skills. The "Isolate Phonemes" lesson prompts teachers to use Elkonin boxes and colored chips with students to represent isolated phonemes. The lesson also prompts teachers to use magnetic wands with students when identifying each phoneme.

The materials include a variety of activities for students to practice phonemic awareness skills. The "Initial *wh*" lesson prompts teachers to use Elkonin boxes with students to identify /w/ in words. The students place chips where they hear the sound. The same lesson prompts teachers to use magnetic wands with students to model blending the sounds to make a word.

The materials do not include a variety of activities for students to reinforce phonemic awareness skills through cumulative review.

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 contain a variety of activities to support students in encoding words in decodable, connected text that builds on previous instruction.	3/4
—	TOTAL	8/9

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 "Pacing Guides for First Grade" includes a systematic sequence for introducing grade 1 sound-spelling patterns, as outlined in the Texas Essential Knowledge and Skills (TEKS). The sequence includes closed syllables, consonant digraphs, consonant blends, *r*-controlled vowels, long vowels, inflectional endings, trigraphs, contractions, and compound words, and multisyllabic words.

The materials include a systematic sequence for introducing grade-level sound-spelling patterns. In grade 1, the materials first introduce CVC words and words with consonant digraphs before introducing long vowels, words with inflectional endings, and words with trigraphs. Finally, the materials introduce high-frequency words and multisyllabic words before *r*-controlled vowels, as outlined in the TEKS.

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 provide explicit instruction for grade 1 spelling patterns using visual and tactile tools. One lesson introduces *r*-controlled vowels with Reading Rods labeled *ar*, *ir*, *er*, *or*, and *ur*. The scripted routine includes building the word *thorn* by combining *th*, *or*, and *n*, with guidance to model sound blending.

The *Phonemic Awareness and Phonics Toolkit Trigraphs Teacher Guide* includes scripted lessons for teaching the trigraph *tch*. Lesson 4 uses the word *watch* to demonstrate sound segmentation with Elkonin boxes and colored chips. Reading Rods are used to build words such as *fetch* and *stretch*, followed by structured comparisons of word features. Additional practice includes building words with the *tch* pattern and reading a decodable sentence in chunks for fluency.

The *Phonemic Awareness and Phonics Toolkit Sound Spelling Patterns* also include instruction on the trigraph *igh*. Lesson 6 presents the word *sigh* for sound segmentation with Elkonin boxes and colored chips. Reading Rods are used to construct words like *sigh* and *high*, with guided comparison and spelling pattern review. A decodable sentence is provided for fluency practice, with phrased reading supported by the materials.

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 offer a range of activities to support the development of grade 1 sound-spelling patterns. In the "Short *a*" lesson, sound-spelling concepts are introduced through finger stretching the word *ham*, followed by writing each sound in Elkonin boxes. The lesson also includes identifying individual sounds in the word *cab* and building the word using Reading Rods.

The materials also include practice activities for applying grade 1 sound-spelling patterns. In the same "Short *a*" lesson, students read the sentence "The man can pat Sam" and identify words that contain the short *a* sound. Reading Rods are used to build additional short words such as *pan*, *pat*, *bat*, *bag*, and *tag*.

To reinforce sound-spelling patterns, the materials provide decodable connected text. The "Short *o*" lesson includes reading a sentence using previously taught short sounds with word cards: "Fox can hop on a log." The "All Digraphs" lesson provides reinforcement through a decodable sentence that includes a mix of digraphs: "Which fish is for lunch?"

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

The materials include a variety of activities to support decoding of words with taught sound-spelling patterns in both isolation and decodable connected texts that build on prior instruction. In Lesson 4: "Decode Trigraph *tch*," Reading Rods are used to build the words *fetch* and *stretch*. The materials include a review of *the* words and provide a phrased reading decodable sentence, e.g., "I will fetch an Etch A Sketch."

The materials also support encoding of words with taught sound-spelling patterns in isolation. In Lesson 6: "Decode Trigraph *igh*," Reading Rods are used to build the words *sigh* and *high*.

The materials do not include activities that support encoding words within connected texts that build on previously taught content.

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 contain a systematic sequence for introducing high-frequency words.	0/2
5.E.2b	The materials do not contain teacher guidance to provide explicit instruction for decoding and encoding high frequency words.	0/4
5.E.2c	The materials do not contain a variety of activities or resources for students to reinforce skills to decode and encode regular and irregular high-frequency words.	4/12
5.E.2d	The materials do not contain a variety of activities or resources for students to read and write high-frequency words in isolation and in connected text.	0/4
—	TOTAL	4/22

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 and irregular high-frequency words.

In grade 1, the lessons do not include a systematic sequence for introduction of high-frequency words that is appropriately aligned to phonics instruction.

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 do not include teacher guidance to provide explicit instructions for decoding regular and irregular high-frequency words.

The materials do not include teacher guidance to provide explicit instructions for encoding regular and irregular high-frequency words.

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 for students to develop skills to decode and encode regular and irregular high-frequency words. In the "High-Frequency Words" lesson, the teacher models encoding

regular and irregular high-frequency words on the board. The teacher also models using Elkonin boxes to map out regular and irregular high-frequency words and uses Reading Rods to model encoding regular and irregular high-frequency words.

The materials include a variety of activities for students to develop skills to decode and encode regular and irregular high-frequency words. The materials provide an activity for students to write regular and irregular high-frequency words on a white board with teacher guidance. The materials provide additional activities to use Elkonin boxes, colored chips, and Reading Rods to decode and encode high-frequency words.

The materials do not include a variety of activities or resources for students to reinforce skills to decode and encode regular and irregular high-frequency words.

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 do not include a variety of activities or resources (including the use of memory-building strategies) for students to read and write high-frequency words in isolation.

The materials do not include a variety of activities or resources (including the use of memory-building strategies) for students to read and write high-frequency words in connected text.

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

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.3a	The materials do not contain a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS.	0/1
5.E.3b	All criteria for guidance met.	2/2
5.E.3c	The materials do not contain a variety of activities or resources for students to develop, practice, and reinforce skills to decode and encode one-syllable or multisyllabic words through cumulative review.	6/12
5.E.3d	The materials do not contain a variety of activities for students to practice encoding one-syllable or multisyllabic words using knowledge of syllable types in decodable, connected text that builds on previous instruction.	3/4
—	TOTAL	11/19

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

The materials do not include a systematic sequence for introducing grade-level syllable types, as outlined by the Texas Essential Knowledge and Skills (TEKS). The lessons in the *Phonemic Awareness and Phonics Toolkit Teacher Guide* begin with closed syllables and transition to VCe syllables, skipping instruction on open syllables.

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

The materials include teacher guidance to provide explicit instruction for applying knowledge of syllable types to decode one-syllable words. The *Phonemic Awareness and Phonics Toolkit Teacher Guide*, grade 1, includes teacher guidance for Lesson 29: "Decode Long *a*, Silent *e*." The teacher is prompted to use Reading Rods to model the word plate sounding out each part. The teacher points to the *e* rod (white rod) and is prompted to state, "Remind students even though this letter is silent, it needs to be added to make a long *a*." Teachers and students decode the CVCe words *plane*, *came*, *shame*, *blame*. Students decode CVCe with word cards and in a decodable sentence.

The materials include teacher guidance to provide explicit instruction for applying knowledge of syllable types to encode one-syllable words. The *Phonemic Awareness and Phonics Toolkit Teacher Guide*, grade 1, includes teacher guidance for Lesson 28: "Encode Long *a*, Silent *e*." The teacher uses Reading Rods to model the word *gate*, sounding out each part. The teacher models adding the *g*, *a*, *t* rods and then states,

"I still have to add something else: *e*. This letter is silent, but it is long." The teacher and students encode the CVCe words *shake*, *cake*, *cave*, and *wave*.

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

The materials include a variety of activities for students to develop skills to decode and encode one-syllable words. The *Phonemic Awareness and Phonics Toolkit Teacher Guide*, grade 1 Lesson 29: "Decode Long *a*, Silent *e*" includes developing skills to encode CVCe words using Elkonian Boxes and colored chips to map out the sounds in each word. Reading Rods are used to encode and decode CVCe words *plane*, *came*, *shame*, and *blame*. Materials also include activities to decode CVCe with word cards and in a decodable sentence.

Materials do not include a variety of activities for students to develop skills to decode and encode one-syllable words through cumulative review.

The materials include a variety of activities for students to practice skills to decode and encode one-syllable words. The *Phonemic Awareness and Phonics Toolkit Teacher Guide*, grade 1 Lesson 28: "Encode Long *a*, Silent *e*" includes practice to encode CVCe words using Elkonian Boxes and colored chips to map out the sounds in each word. Reading Rods are used to encode and decode the CVCe words *shake*, *cake*, *cave*, and *wave*. Materials also include an activity to decode CVCe with word cards and in a decodable sentence.

Materials do not include a variety of activities for students to practice skills to decode and encode one-syllable words through cumulative review.

The materials include a variety of activities for students to reinforce skills to decode and encode one-syllable words. The *Phonemic Awareness and Phonics Toolkit Teacher Guide*, grade 1, Lesson 55: "Decode All Long Vowels" includes activities to encode words with long vowels using Elkonian Boxes and colored chips to map out the sounds in each word. Reading Rods are used to encode and decode words with long vowels (*train*, *blow*, *cue*, *home*, *night*, *glee*, *stay*, *pie*, *beach*, and *stew*). Materials also include an activity to decode words with long vowels using word cards and in a decodable sentence.

Materials do not include a variety of activities for students to reinforce skills to decode and encode one-syllable words through cumulative review.

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

The materials include a variety of activities for students to practice decoding one-syllable or multisyllabic words using knowledge of syllable types in isolation. The "Short *a* Nasal" lesson provides activities to use the knowledge of syllable types to read words in isolation by putting colored chips under the letters and sweeping a "magic wand" underneath while blending the sounds of the letters. The "Short *e*" lesson provides an activity to decode closed syllables in isolation using word cards.

The materials include a variety of activities for students to practice decoding one-syllable or multisyllabic words using knowledge of syllable types in decodable connected text that builds upon previous instruction. The materials include practice decoding one-syllable words using knowledge of syllable types in the "Closed Syllables" lesson, providing a decodable sentence to read from the board: "The man let out a gasp as his pup got wet in the big pond." The materials include additional practice in the "Decode Long *a*, *i*, and *o*" lesson by providing a decodable sentence to read made from word cards: "Jane and Joe hope the train ride might be slow."

The materials include a variety of activities for students to practice encoding one-syllable or multisyllabic words using knowledge of syllable types in isolation. The materials provide practice encoding one-syllable words using knowledge of syllable types in the "Short *a*" lesson using Elkonin boxes to spell closed syllables with short *a*. In the "Short *a*" lesson, Reading Rods are used to encode closed syllables.

The materials do not include a variety of activities for students to practice encoding one-syllable or multisyllabic words using knowledge of syllable types in decodable connected text that builds on previous instruction.

5.E.4 Morphological Awareness (1–3)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.4a	All criteria for guidance met.	1/1
5.E.4b	The materials do not contain teacher guidance to provide explicit instruction for using common morphemes' meanings to support reading comprehension.	3/4
5.E.4c	The materials do not contain a variety of activities and/or resources for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review).	0/3
5.E.4d	The materials do not contain a variety of activities for students to encode words with morphemes and in decodable, connected text that builds on previous instruction.	1/4
—	TOTAL	5/12

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

The materials include a systematic sequence for introducing grade-level morphemes, as outlined in the Texas Essential Knowledge and Skills (TEKS). In grade 1, the materials include a clearly defined scope and sequence for teaching grade-level affixes, beginning with the most common and conceptually accessible ones: *-s*, *-ed*, and *-ing*. For example, the first lesson uses Reading Rods to change *frogs* into *frogs*, and the following lesson uses Reading Rods to change *play* into *play*. The materials explain that *-ed* can make multiple sounds /t/, /d/, and /id/. Finally, Reading Rods are used to change *spray* to *spraying*.

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

The materials include teacher guidance to provide explicit instruction for supporting recognition of common morphemes. The *Phonemic Awareness and Phonics Toolkit Inflectional Ending Teacher Guide* includes lessons on affixes—*-s*, *-ed*, and *-ing*. Each lesson begins with the teacher defining the inflectional ending. Lesson 1: "Inflectional Ending -s" states when *-s* is added it will either change the tense of a verb or make it a plural noun. A variety of verbs and plural nouns are included in the lesson.

The materials include teacher guidance to provide explicit instruction for using common morphemes and using their meanings to support decoding and encoding. The *Phonemic Awareness and Phonics Toolkit Inflectional Ending Teacher Guide* includes lessons for decoding and encoding inflectional endings. Lesson

4: "Encode Inflectional Endings" includes instruction on using Reading Rods to encode words with inflectional endings—*-s*, *-ed*, and *-ing*. The "Fluency" section of the same lesson, includes instruction to decode the sentence "She jumps and skips on her way to school."

The materials do not include teacher guidance to provide explicit instruction for using common morphemes meanings to support reading comprehension.

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

The materials do not include a variety of activities and/or resources for students to develop grade-level morphological skills.

The materials do not include a variety of activities and/or resources for students to practice grade-level morphological skills.

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

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

The materials include a variety of activities for students to decode words with morphemes in decodable connected text that builds on previous instruction. The "Inflectional Ending -s" lesson includes instruction to decode words with morphemes in a sentence that was formed by Word Cards: "He stacks the plants in crates." The "Decode Inflectional Endings" lesson includes instruction to decode words with morphemes from a sentence on the board: "At the zoo, some big cats were eating, and others were sleeping."

The materials do not include a variety of activities for students to encode words with morphemes in isolation.

The materials do not include a variety of activities for students to encode words with morphemes and in decodable connected text that builds on previous instruction.