

Hand2mind, Inc.

English Phonics, K

Phonemic Awareness and Phonics Toolkit–Grade K

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798899380204	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	2	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	20 out of 28	71%
2. Progress Monitoring	22 out of 26	85%
3. Supports for All Learners	15 out of 27	56%
4. Phonics Rule Compliance	29 out of 31	94%
5. Foundational Skills	47 out of 95	49%

Breakdown by Suitability Noncompliance and Excellence Categories

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

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

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.1a	All criteria for guidance met.	4/4
1.1b	All criteria for guidance met.	2/2
1.1c	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 materials include a year-long "Scope and Sequence" chart aligned to the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and key concepts taught throughout the course. The chart outlines each lesson and topic, along with the corresponding standards. In grade K, instruction moves from phonological and phonemic awareness to CVC words and more complex consonant digraphs.

The materials *Implementation Guide* includes a section titled "Standards Alignment for Kindergarten." This section lists the TEKS, ELPS, and related concepts for each lesson.

The "Scope and Sequence" appears in a table with columns for TEKS, ELPS, and instructional focus. For example, Lesson 1 focuses on rhyme and aligns with TEKS K.2A (recognize and produce rhyming words) and ELPS 2(E) (use visual, contextual, and linguistic support).

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 section titled "Pacing Guide for Kindergarten" to support effective implementation.

The *Implementation Guide* offers three flexible calendar options: 165, 180, and 210 instructional days. Each "Pacing Guide" indicates the number of days allocated to each lesson based on the selected calendar.

Built-in review days reinforce foundational concepts and help teachers manage instruction over time. The materials include three separate tables to match each calendar option.

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 connect across the course. The "Phonological Awareness" section explains what students may have already learned and how that learning connects to upcoming goals—the materials include a rationale for the unit and show how each concept is linked. Phonological awareness serves as the base for phonemic awareness. For example, the "Phonemic Awareness" section gives classroom examples that show how to teach these skills.

The materials explain the rationale behind the order of the units and how concepts connect throughout the course. Examples include how to teach phonological awareness using a multisensory approach, with clear and practical guidance for classroom instruction. This rationale helps teachers scaffold instruction by building on previously taught skills in a logical sequence and develops a stronger understanding of foundational concepts over time.

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. The materials 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.

Materials do not include resources and guidance for instructional leaders to support teachers with implementing 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 family support resources in both 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.

The materials include academic vocabulary necessary to teach the concepts 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 contain support for families in both Spanish and English for each unit with suggestions on supporting their students' progress.

The materials do not provide strategies and activities for families in English and Spanish to use at home to support students' learning and development.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	The materials do not contain questions designed to promote student language use aligned to specific language objectives; the lesson plans also do not specify how mastery of the content standards 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 referenced in the *Pacing Guide*. Questions that check for understanding can be found in the "We Do" part of the lesson plan. Multisensory tasks promote mastery of the objective and include illustrated photos of the necessary materials on the left-hand side of each lesson. The lessons do not provide questions to meet language objectives, and they do not provide a clear reference to how to assess mastery of the content standards.

Materials contain a comprehensive and detailed lesson plan. The "Effective Lesson Delivery Framework for Foundational Intervention Skills" contains materials, instructional approaches, manipulatives, visuals, small groups, universal access, lesson structure, grade-level focus, and best instructional practices. The lessons do not provide questions to meet language objectives or to assess the lesson.

The lesson plans include necessary information for the effective implementation of grade-level instruction. For example, the lesson plans include daily learning objectives for each lesson aligned to the TEKS. The lesson plans include daily language objectives for each lesson aligned with the ELPS.

The lesson plans include a daily objective, questions to promote understanding, tasks to foster mastery of the lesson objective, and a list of necessary materials. The lesson plans do not include questions to meet the language objective or a clear directive of how to assess for mastery of 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 includes the materials the students and teachers will use to complete the lesson. There are also pictures to help teachers determine which materials to use alongside each lesson component. The lesson does not include suggested timing for each lesson component.

Each lesson is structured for a 15-minute delivery, with the *Pacing Guide* indicating which components are intended to fit within that time frame. The materials outline time allocations for direct instruction, guided practice, and independent work. While a general pacing guide is provided, the materials do not include time stamps for individual lesson components. The lesson overview lists the required materials for implementation and suggests overall timing but does not break down time per task.

Each grade K *Teacher Guide* lesson contains a list of teacher and student materials. For example, Lesson 1: "Initial Consonant Blends" lists dry-erase boards and markers, write-on/wipe-off Elkonin boxes, colored chips, magnetic wand, and reading rods. Lessons are explicitly written to describe the modeling and use of all materials. 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).

Each lesson component includes optional enrichment activities designed for students who demonstrate mastery or exceed grade-level expectations. These activities extend learning through tasks that promote application of skills in more complex contexts. For example, in the "Fluency" section, enrichment involves independently echo reading longer sentences using a conversational tone. In the Letter/Sound Recognition component, partners are invited to create an original or adapted song that connects letter names to their corresponding sounds. These activities support deeper engagement and reinforce skill retention through creative application.

The materials include an Exceeding section in each lesson that offers extensions for students who have mastered the core content. For example, in Lesson 1 of the *Phonemic Awareness and Phonics Toolkit: Encode and Decode Consonant Blends*, the extension suggests having students sound out five additional words containing more phonemes than those in the core lesson. In Lesson 2, the Exceeding section recommends using Reading Rods to build and decode CCVCC words, providing additional challenge and application of the targeted skill.

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 a variety of instructional assessments at the unit level.	5/9
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	All criteria for guidance met.	2/2
—	TOTAL	17/21

2.1a – Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

The materials provide a range of instructional assessments that align with specific stages of student learning. The *Assessment Guide* explains when to administer each assessment type. Teachers give Quick Checks (formative assessments) at the end of designated lessons, Spiral Review Assessments (summative assessments) after several lessons, and Teacher Guide Assessments (diagnostic assessments) at the beginning, middle, and end of the year.

The materials do not offer a variety of instructional assessments at the unit level.

The materials include a variety of formative assessments with different types of tasks and questions at the lesson level. Each formative assessment aligns with the specific lesson it follows. For example, after teaching Lesson 3: "Rhyme Recognition and Production," the materials prompt teachers to administer Quick Check Assessment 1: Rhymes. The Quick Check Assessment includes both multiple-choice and open-ended questions.

The materials also include a variety of summative assessments at the lesson level that reflect the content and skills taught in previous instruction. These assessments vary by task and question type based on the lessons completed. For example, after teaching Lesson 17: "Comprehensive Review of Phonological Awareness Skills," the materials prompt teachers to administer Spiral Review Assessment 1: Phonological Awareness. The assessment includes multiple-choice and open-ended questions covering skills from Lessons 1–17.

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, and 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 include Teacher Guide Assessments (diagnostic assessments) that are aligned with the Texas Essential Knowledge and Skills (TEKS) lesson objectives. The *Phonemic Awareness and Phonics Toolkit Teacher Guide* features a diagnostic assessment that begins with rhyme identification and production. This assessment supports the objectives of the "Rhyme Recognition" and "Rhyme Production" lessons, which state: "Students will differentiate between rhyming and non-rhyming words" and "Students will produce rhyming words." The assessment also aligns with TEKS K.2(A), which requires students to recognize and produce rhyming words.

The materials include Quick Check Assessments (formative assessments) that align with the TEKS and specific lesson objectives. For example, the Quick Check Assessment 1: Rhyme evaluates students' ability to identify and produce rhyming words. This assessment meets the TEKS K.2(A) standard and aligns with the goals of the "Rhyme Recognition" and "Rhyme Production" lessons.

The materials also provide summative assessments, Spiral Review Assessments, aligned with the TEKS and lesson objectives. The Spiral Review Assessment 1: Phonological Awareness checks skills taught in earlier lessons. For example, the assessment measures students' mastery of blending onset and rime.

This summative assessment aligns with the objective of Lesson 14: "Blend Onset and Rime" and matches the expectations of TEKS K.3(A), which requires students to blend onset and rime.

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

The materials provide TEKS-aligned instructional assessments with varying complexity. For example, in the *Assessment Guide*, the Quick Check Assessment 1: Rhymes includes multiple-choice questions ("Which word rhymes with cat?") and an open-ended question ("Say a word that rhymes with log").

The materials provide TEKS-aligned instructional assessments with varying complexity. For example, the questions on the Spiral Review Assessment 2: Beginning, Medial, and End Sounds (Short Vowels) assessment contain multiple-choice, open-ended responses, and identifying sounds.

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 K materials include Directions, Printable Word Lists, Assessments, Notes and Observations, and Progress Monitoring. These tools provide teachers the ability 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 K 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 to "Divide the song into smaller sections, such as two lines at a time. Allow students to listen to these lines a few times before clapping on the rhyming words."

The grade K 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 K 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 materials include direct prompts that help teachers model and explain phonemic awareness skills. The *Phonemic Awareness and Phonics Toolkit Implementation Guide* includes a scripted example using the word *jam*. The script instructs the teacher to say the word, place three chips to represent the three sounds, and identify /j/ as the first sound.

The materials provide clear language for teachers to follow during phoneme segmentation tasks. However, this type of explicit modeling guidance is not included for all lesson components or skill types.

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* provide effective lessons that prompt teachers to have students use colored chips, magic wands, and Reading Rods. The lessons also provide 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* provide effective lesson delivery for a multimodal approach. For example, lessons include skywriting, clapping, thumbs up/thumbs down, palm tracing, and sound tapping.

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

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

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 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 K 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.

The materials do not include guidance for teachers to support emergent bilingual students through written 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 K materials include sequenced phonics instruction that reinforces previously introduced skills. In the "Decode All Vowels" lesson, the materials provide practice with decoding all short vowels taught in earlier lessons.

In grade K, the materials introduce sound-symbol correspondence in a structured phonics progression. Lesson objectives begin with common letter-sound associations, such as identifying and producing initial and medial sounds in CVC words (Quick Check Assessments 6–9), before progressing to blending, decoding, and substituting phonemes in multisyllabic words (Quick Check Assessments 11–17).

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 K materials provide explicit and ongoing phonics practice in both isolation and connected text. In the *Phonemic Awareness and Phonics Toolkit Sound Spelling Patterns* book, the "You Do" section prompts word building and decoding of chat and chant using Reading Rods. The "Fluency" section includes a decodable sentence for contextual reading: "Chip and Chad chug the milk."

The "All Digraphs" lesson offers cumulative practice with previously taught digraphs. The "You Do" section provides isolated word reading (e.g., *shack*, *hash*), while the "Fluency" section includes a decodable sentence for connected practice: "Which fish is for lunch?"

4.2 Daily Instructional Sequence and Routines

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

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

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

The materials include daily lessons that provide direct phonics instruction with teacher modeling. For example, in Lesson 3 on blending compound words, the *Teacher Guide* directs the teacher to model how to blend *sun* and *shine* by thinking aloud: "When I hear 'sun' and 'shine,' I can put them together to make 'sunshine.'"

The grade K materials provide daily lessons that include explicit phonics instruction with teacher modeling. The *Phonemic Awareness and Phonics Toolkit Sound Spelling Patterns* book contains an example of this in the "Initial *sh*" lesson. The teacher models building the word *shift* using Reading Rods.

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

The grade K materials include daily opportunities for explicit, guided phonics instruction. In the "Consonant Digraph *ch*" lesson, the materials provide scripted guidance for helping students focus on accurate letter-sound correspondence during reading. The lesson includes a prompt for the teacher to model correct pronunciation while reading a sentence, reinforcing the target phonics skill.

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 K, 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 materials do not include opportunities for students to practice phonics skills through collaborative learning in daily lessons.

The grade K materials include opportunities for students to practice phonics skills through independent practice during daily lessons. The "Short e" lesson has an example of independent practice of phonics during the "You do" portion of the "Letter/Sound Recognition" lesson (e.g., "Students repeat the activity with with the names Ted and Ken") and the "You do" portion of the phonics lesson (e.g., "Have students practice reading all the words accurately.").

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 K materials include intentional phonics practice and cumulative review throughout the curriculum. In the "Decode All Vowels" lesson, students practice decoding all short vowels that were previously taught, reinforcing earlier instruction.

The *Phonemic Awareness and Phonics Toolkit Implementation Guide* provides a "180-Day Pacing Guide" that designates specific days for review, including Days 13, 26, 45, 53, 68, 76, 88, 107, 113, 121, 124, 130, 138, 141, 155, 172, and 176. The "Review Day Directions" at the end of the guide instruct teachers to use data from Quick Checks to determine which skills to revisit and apply strategies from the differentiation boxes in the lessons.

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

The materials include practice opportunities that include only phonics skills that have been explicitly taught. For example, the *Phonemic Awareness and Phonics Toolkit Teacher Guide* includes Lesson 16, "All Digraphs," which includes a review of decoding short vowel words with digraphs previously taught in Lessons 1–16.

The grade K materials include practice opportunities that align with explicitly taught phonics skills. In the *Phonemic Awareness and Phonics Toolkit Teacher Guide*, the "Decode All Vowels" lesson provides review and practice with short vowels introduced in earlier instruction, specifically covering skills taught in Lessons 49–59.

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

The grade K materials provide decodable texts that incorporate cumulative practice of taught phonics skills. The *Phonemic Awareness and Phonics Toolkit Sound Spelling Patterns* book includes an "All Digraphs" lesson with a decodable sentence that includes cumulative practice of digraphs and short vowels (e.g., "Which fish is for lunch?").

The grade K materials include decodable texts that provide cumulative practice of previously taught phonics skills. In the *Phonemic Awareness and Phonics Toolkit Encode and Decode Consonant Blends* book, Lesson 2: "Final Consonant Blends" includes a decodable sentence that features words with digraphs, consonant blends, and short vowels. The sentence describes a location where the sand and land meet, allowing students to apply multiple foundational phonics patterns in connected text.

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

The grade K materials provide decodable texts that incorporate cumulative practice of taught phonics skills. The *Phonemic Awareness and Phonics Toolkit Sound Spelling Patterns* book includes an "All Digraphs" lesson with a decodable sentence that includes cumulative practice of digraphs and short vowels (e.g., "Which fish is for lunch?").

The grade K materials include decodable texts that provide cumulative practice of previously taught phonics skills. In the *Phonemic Awareness and Phonics Toolkit Encode and Decode Consonant Blends* book, Lesson 2: "Final Consonant Blends" includes a decodable sentence that features words with digraphs, consonant blends, and short vowels. The sentence describes a location where the sand and land meet, allowing students to apply multiple foundational phonics patterns in connected text.

4.4 Assessments

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

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

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

The materials include a variety of assessment tools that are developmentally appropriate. The *hand2mind Phonemic Awareness and Phonics Toolkit* Kindergarten Assessments: Assessment 2 includes tools that assess blending and segmenting words, which is developmentally appropriate for grade K. Assessment 6: Blending and Segmenting Onset and Rime assesses students' ability to blend an onset and rime to form a whole word and break a word into onset and rime. This activity is developmentally appropriate for students in grade K.

The materials include a variety of assessment tools that are developmentally appropriate assessment tools. For example, the *hand2mind Phonemic Awareness and Phonics Toolkit Assessment Guide* provides a developmentally appropriate assessment for rhyming within the Quick Check Assessment 1: Rhymes, and a developmentally appropriate assessment for decoding CVC words within the Teacher Guide Assessment.

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

The grade K materials include progress monitoring tools that systematically measure students' acquisition of grade-level phonics skills. The *Phonemic Awareness and Phonics Toolkit Assessment Guide* provides Quick Check Assessments to monitor student achievement on the skill directly following each lesson. The lessons and their Quick Check Assessments are systematically aligned (e.g., rhyme recognition, blend and segment compound words, delete and substitute compound words, etc.).

The grade K 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.

The Scoring Guide categorizes student performance as Exceeds, Meets, or Approaching grade-level expectations, allowing teachers to interpret assessment results and group students based on demonstrated needs.

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

The grade K materials include assessment opportunities across the span of the school year aligned to progress monitoring tools. For example, the Teacher Guide Assessment is administered at the beginning, middle, and end of the year.

The grade K progress monitoring tools accurately measure students' acquisition of grade-level phonics skills. For example, Quick Check Assessments and Spiral Review Assessments spaced across units (e.g., after Lessons 5, 17, 34, and 60), allowing teachers to monitor progress at the beginning, middle, and end of the year. These assessments align to the Scoring Guide to inform reteach/intervention decisions. The *Phonemic Awareness and Phonics Toolkit Assessment Guide* provides a structured scoring system with performance levels (Exceeds, Meets, Approaching) that inform instructional planning. Teachers are guided to use these assessments to group students, reteach skills, and track phonics development throughout the year.

4.5 Progress Monitoring and Student Support

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
4.5a	All criteria for guidance met.	1/1
4.5b	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 phonemic awareness and phonics skills that incorporates 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, K*, 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 K 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 monitoring 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, K* 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 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, engage in discussion to understand information, 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.

The materials do not include explicit and systematic instructional guidance on developing oracy 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)

In grade K, the materials prompt teachers to provide authentic opportunities for students to listen actively to understand information. The *Phonemic Awareness and Phonics Toolkit Teacher Guide* grade K provides a scripted example using rhyming words. The script instructs the teacher to say, "Rhyming words end with the same sounds. The words 'star' and 'are' rhyme. They have the same ending sound." The script instructs the teacher to sing "Twinkle, Twinkle Little Star" while the teacher claps on rhyming words.

The grade K materials do not include authentic opportunities for students to ask questions, engage in discussion to understand information, and 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 contain 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 contain explicit and systematic instruction for letter formation of the 26 uppercase letters.	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)

The materials explicitly teach letters in alphabetical order rather than in order of utility. For example, the grade K materials introduce letter names through the use of 3D Sound and Phonics Cards and a chant.

The materials do not include a systematic sequence for introducing corresponding sounds of letters. The materials introduce letter sounds in alphabetic order through the use of 3D Sound and Phonics Cards and a chant.

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

The materials include teacher guidance to provide explicit instruction for teaching the identification of the 26 uppercase letters and the 26 lowercase letters of the alphabet. The 3D Sound and Phonics Cards, along with a chant, provide letter identification of each uppercase and lowercase letter.

The materials include teacher guidance to review each introduced letter sound using the 3D Sound and Phonics Cards, along with a chant, further developing students' automaticity in letter identification and sound.

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 materials include teacher guidance to provide systematic instruction for letter formation for the 26 lowercase letters of the alphabet. In the *Phonemic Awareness and Phonics Toolkit*, Grade K, Lesson 10, the letters *v* and *w* are grouped in the same lesson because they are formed similarly.

The materials include guidance for the teacher to provide explicit instruction for letter formation for the 26 lowercase letters of the alphabet.

The materials do not include guidance for the teacher to provide explicit and systematic instruction for the letter formation for the 26 uppercase letters of the alphabet.

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 a variety of activities for students to develop, practice, and reinforce alphabet knowledge in isolation. The materials include activities using the 3D Sound and Phonics Cards and providing prompts for teachers to have students trace new letters into their palm and "sky write" letters with students.

The materials include a variety of activities for students to develop, practice, and reinforce alphabet knowledge within the context of meaningful print, for example, 3D Sound and Phonics Cards, Alphabet Hunt in Books, and Label the Classroom.

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	The materials do not contain letter-sound relationships in an order that allows for application to basic decoding and encoding.	2/4
5.C.2b	The materials do not contain teacher guidance to provide explicit instruction focused on connecting phonemes to letters within words, with recommended explanatory feedback for students based on common errors or common misconceptions.	0/2
5.C.2c	All criteria for guidance met.	6/6
—	TOTAL	8/12

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 for basic encoding and decoding. In the "Phonemic Awareness" section of Lesson 25: "Medial Sound /a/," students give a thumbs up if they hear a short /a/ in the middle of a word. Students give a thumbs down if the word does not include a short /a/ sound. In the "Fluency" section of the lesson, students read a decodable sentence with short /a/ words. Students apply their knowledge of the short /a/ to encode *man* in the "Letter Formation" section of the lesson.

The materials do not systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding.

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

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

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 6: "Initial *sh*" in the *Phonemic Awareness and Phonics Toolkit Sound Spelling Patterns Teacher Guide* provides activities to apply letter-sound correspondence located in the section titled "Phonics." Students use Reading Rods to build the word *shaft* and other words with initial consonant digraph *sh*. The "Fluency" section includes students reading word cards with initial *sh* in isolation and in a decodable sentence.

The materials include a variety of activities or resources for students to practice their understanding of applying letter-sound correspondence to decode one-syllable words in isolation and in decodable connected text. Practice is provided in the "Decode Short *o*" lesson when students view CVC word cards, say each sound, and read the word as a whole. Students practice their understanding of applying letter-sound correspondence to decode one-syllable words in connected decodable text in the "Initial *ch*" lesson when students read a sentence together in an excited tone (e.g., "A chimp can play chess!").

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 8: "Initial and Final *sh*" in the *Phonemic Awareness and Phonics Toolkit Sound Spelling Patterns Teacher Guide* includes activities to help apply letter-sound correspondence located in the section titled "Phonics." Students use Reading Rods to build the words *shift* and *dish* and other words with initial and final consonant digraph *sh*. The "Fluency" section includes students reading word cards with initial and final *sh* in isolation and in a decodable sentence.

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	All criteria for guidance met.	2/2
5.D.1b	All criteria for guidance met.	2/2
5.D.1c	All criteria for guidance met.	4/4
—	TOTAL	8/8

5.D.1a – Materials include a systematic sequence for introducing phonological awareness activities in accordance with grade-level TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)

The materials include a systematic sequence for introducing phonological awareness activities in accordance with grade K Texas Essential Knowledge and Skills (TEKS) that begins with simple skills and gradually transitions to more complex skills. The grade K materials begin with simple skills, such as recognizing rhyming words in Lesson 2, before gradually moving on to more complex skills, such as blending, segmenting, and substituting syllables in Lessons 11–13, and then finally transitioning to blending and segmenting onset and rime in Lessons 14–15.

The materials include a systematic sequence for introducing phonological awareness activities in accordance with grade K TEKS that begins with larger units of sound and gradually transitions to smaller units of sound. The grade K materials begin with larger units of sounds, such as recognizing rhyming words in Lesson 2, before moving on to smaller units of sounds, such as blending, segmenting, and substituting syllables in Lessons 11–13, and then finally on to blending and segmenting onset and rime in Lessons 14–15.

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, including the use of memory-building strategies of phonological awareness skills connected to grade K TEKS. In the phonological awareness activity in Lesson 2: "Rhyme Recognition," the materials use thumbs up and thumbs down hand motions to gesture if two words rhyme. The process is repeated with remaining words as a memory-building strategy.

Materials include a variety of activities for students to develop and practice phonological awareness skills connected to grade K TEKS. Lesson 4: "Blend Compound Words" includes a phonological activity using hand motions.

The materials include hand signals, such as right palm facing up, to represent the first part of the word, and the left palm facing up represents the second part of the word. Students will say the compound word *pancake* with their two palms touching. Lesson 5: "Segment Compound Words" includes a similar phonological activity in which students will say the compound word *rainbow* with their palms up touching. Students will then segment the word, saying each part *rain* and *bow* as they move each hand away from each other.

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.

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 that begins with identifying, blending, and segmenting phonemes, and gradually transitions to more complex manipulation practices, such as adding, deleting, and substituting phonemes.	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 and/or resources for students to reinforce phonemic awareness skills.	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 students in the transition from oral language activities to basic decoding. The "Decode Short *a*" lesson provides an example of connecting phonemic awareness skills to the alphabetic principle. The materials include explicit modeling of letter-sound correspondence and blending. The routine guides the teacher to display the word *map*, identify each letter, say each sound individually, and then blend the sounds to decode the word.

The materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic encoding. The materials include explicit guidance for encoding short vowel words. In the "Encode Short *a*" lesson, the routine models saying each sound in the word *ham* and identifying the corresponding letter for each sound to form the complete word.

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. Lesson 54: "Encode All Vowels" includes the finger stretching strategy of using the fingers to identify sounds, count sounds in a word, and identify vowel sounds. The materials support the development of phonemic awareness skills through the use of Elkonin boxes and colored chips. Activities guide sound counting and identification of the first, middle, and last sounds in short vowel words for encoding practice.

The materials include a variety of activities for students to practice phonemic awareness skills. The "Initial Sound Production" lesson prompts teachers to provide Elkonin boxes and colored chips to model identifying the initial phoneme in words. The "Segment Short *i*" lesson prompts teachers to use "finger stretching" with students to model segmenting the phonemes in words.

Materials do not include a variety of activities and/or resources for students to reinforce phonemic awareness skills.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.1a	All criteria for guidance met.	1/1
5.E.1b	All criteria for guidance met.	1/1
5.E.1c	All criteria for guidance met.	3/3
5.E.1d	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 materials include a systematic sequence for introducing grade-level sound-spelling patterns. In the "Pacing Guide," Lessons 48–60 include decoding and encoding CVC words, and Lessons 61–75 include decoding and encoding CCVC and CVCC words in a systematic sequence.

The materials include a systematic sequence for introducing letter grade-level sound-spelling patterns. In grade K, the materials first introduce CVC words, CCVC and CVCC words, and high-frequency words before learning words with initial and final consonant digraphs, as outlined in the Texas Essential Knowledge and Skills (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 include guidance for explicitly teaching grade-level spelling patterns. In a grade K lesson, the script introduces the common *tch* spelling for the /ch/ sound. The script prompts the teacher to use the word *itch* as an example, guiding students to identify the short vowel sound and build the word using letter rods. The teacher emphasizes the /ch/ sound and leads a discussion about how *tch* differs from *ch*.

The *Phonemic Awareness and Phonics Toolkit Sound Spelling Patterns* provide explicit instruction for grade K sound-spelling patterns. In Lesson 6, focused on the initial *sh* sound, the teacher script compares the sound to the quiet *shhh* cue. The materials guide instruction using Elkonin boxes and colored chips to segment the word *shag*, followed by word building with Reading Rods for *shaft*. The script includes questions to compare words like *shaft* and *shift*, and supports additional word-building with initial *sh*. A decodable sentence ("The shell on the shelf of the ship can shift") is written on the board, and the teacher is directed to model fluent reading while pointing to each word as the sentence is read aloud together.

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 to support the development of grade K sound-spelling patterns. In the "Encode Short *a*" lesson, the materials introduce the letters *R*, *A*, and *T* using 3D Sound and Phonics Cards. After naming each letter and sound, the letters are used to spell the word *rat*. The lesson also incorporates Reading Rods to demonstrate how individual phonemes (/h/, /a/, /m/) are represented by letters to spell the word *ham*.

The materials also provide practice activities for reinforcing grade K sound-spelling patterns. In the same lesson, the 3D Sound and Phonics Cards are used for repeated practice with letter sounds such as *C*, *A*, and *B*, leading to word identification. Reading Rods are then used to build and read words like *ham* and *tan* by connecting sounds to letters.

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

The materials provide a variety of activities to support decoding of words with taught sound-spelling patterns in both isolation and decodable connected text. In Lesson 6: "Initial *sh*," Reading Rods are used to build the word *shaft*, followed by additional word building with initial *sh*. A decodable sentence ("The shell on the shelf of the ship can shift") is written on the board, and the materials guide fluent reading of the sentence.

The materials also include activities to support encoding of words with taught sound-spelling patterns in isolation. In Lesson 7: "Final *sh*," Reading Rods are used to encode and build the word *lash*, followed by additional words, such as *flash*, *flesh*, and *fresh*.

The materials do not include activities for encoding words in decodable connected text. Encoding practice is not extended to 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 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 K, 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 materials prompt the

teacher to model encoding regular and irregular high-frequency words on the board, followed by modeling using Elkonin boxes to map out words and using Reading Rods to encode 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 whiteboard 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 (through cumulative review) 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)

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.

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.