

Texas Resource Review (TRR)

English Phonics Grades K–3

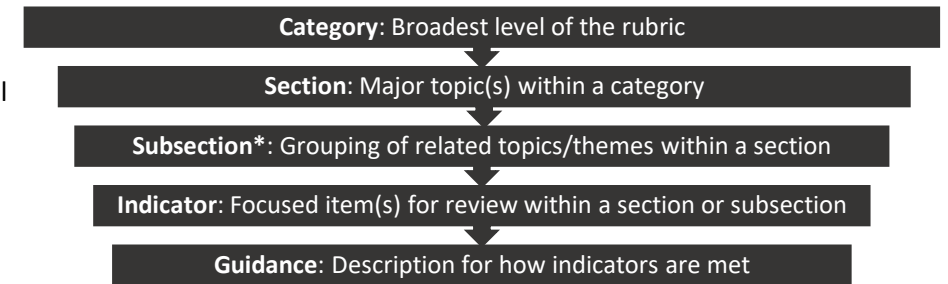
Purpose

The goal of the Phonics K–3 rubric is to provide guidance for evaluating the quality of phonics programs that comply with the requirements of House Bill (HB) 3 and the associated commissioner of education’s rule. HB 3 requires local education agencies to provide phonics instruction using systematic, direct (explicit) instruction in grades K–3. The rubric was developed to support LEAs choosing programs for supporting systematic, direct (explicit) phonics instruction.

Structure

The rubric is arranged by category, section, subsection, indicator, and guidance. The categories are the broadest level of the rubric and serve as its foundation. Within each category are nested sections, subsections, indicators, and guidance that provide additional details and greater clarity for review items.

*Note: Not all sections contain subsections and are scored.



Categories

The rubric’s categories inform LEAs about essential components of instructional material products.

Category	Section
Baseline Criteria (19 TAC §74.2001)	This category focuses on the specific requirements of 19 Texas Administrative Code §74.2001.
Phonics-Related TEKS-Alignment Review	This category focuses on the standards-alignment review of instructional materials. The TRR complements the existing State Board of Education standards-alignment review process and presents its results in the overall quality report.
Content and Instructional Concepts	This category focuses on how well standards are addressed by instructional materials. Sections within this category evaluate guidance for effective teaching and learning specific to the content.
Educator Supports	This category focuses on aspects of instructional materials that directly relate to tools and resources for supporting instruction. Sections within this category provide information about the guidance and support students and educators receive to ensure all students learn and succeed.
Additional Information	This category provides information on the technology specifications, price, professional learning, additional language supports, and evidence-based information. This section is not scored.

Scoring Methodology

Quality evaluations are intended to support LEAs in making decisions that best meet their local context. To provide LEAs clear, transparent, and user-friendly information, instructional materials are scored points at the indicator level and then totaled for the section. A percentage score is calculated based on the points awarded for each section. Each score value is supported by evidence collected and the evidence is published in final reports. Sections within the rubric are scored based on the table below.

The specific scoring methodology for the commissioner’s recommended list of phonics programs will be shared here upon completion of reviews.

Phonics Grades K–3 Scoring

The following provides an overview of the scoring methodology proposed to support LEAs in their review, adoption, and purchasing decisions.

Category	Section	Number of Indicators	Total Possible Points	Display on Report
Baseline Criteria (19 TAC §74.2001)	0. Baseline Criteria	N/A	N/A	Informational Table
Phonics-Related TEKS-Alignment Review	1. Standards-Alignment	N/A	N/A	% TEKS
Content and Instructional Concepts	2. Instructional Approach	4 indicators	16 points	% of total section points
Content and Instructional Concepts	3. Content-Specific Skills	9 indicators	Grade K: 28 points Grade 1: 28 points Grade 2: 24 points Grade 3: 20 points	% of total section points
Educator Supports	4. Progress Monitoring	3 indicators	6 points	% of total section points
Educator Supports	5. Supports for All Learners	3 Indicators	6 points	% of total section points
Additional Information	6. Resources	3 indicators	N/A	Not Scored
Additional Information	7. Technology, Price, Professional Learning, Additional Language Supports, and Evidence-Based Information	5 indicators	N/A	Information Provided

0 Baseline Criteria (19 TAC §74.2001)

19 Texas Administrative Code §74.2001 outlines the specific requirements of phonics programs. The baseline criteria were established as part of those requirements.

- Program is aligned with a subset of the developing and sustaining foundational language skills portion of the grades K, 1, 2, or 3 Texas Essential Knowledge and Skills for English language arts and reading when teaching students to read in English and/or for Spanish language arts and reading when teaching students to read in Spanish in the student materials and teacher materials (19 TAC §74.2001 (1)(A)).
- Program includes a grade level specific scope and sequence (19 TAC §74.2001 (1)(A)).
- Program includes cited research that aligns with the research used for Reading Academies (19 TAC §74.2001 (1)(B)).
- Program includes a teacher’s edition that provides guidance for teachers on how to introduce each phonics skill and implement effective phonics instruction (19 TAC §74.2001 (1)(C)).
- Program includes a teacher’s edition that provides specific daily (lesson-level) instructional sequences and routines (19 TAC §74.2001 (1)(D)).
- Program includes decodable texts that aligns to the scope and sequence (19 TAC §74.2001 (1)(E)).
- Program includes progress monitoring assessments and guidance for use (19 TAC §74.2001 (1)(F)).
- Program includes or is aligned to a diagnostic phonics tool (19 TAC §74.2001 (1)(F)).
- Program includes guidance on the use of data (19 TAC §74.2001 (1)(G)).
- Program must function as a stand-alone phonics programs, be part of a core language arts program, or act as a supplemental foundational literacy skills program (19 TAC §74.2001 (2)(A)).
- Program may not teach word recognition when teaching students to read in English through visual memory, guessing, the shape of a word, or the use of pictures or context clues to decode words. Words that cannot be sounded out and that do not follow the rules of phonics must be explicitly taught (19 TAC §74.2001 (3)(A)).
- Program may not be solely used for intervention purposes. Program should be designed for core instruction implementation (19 TAC §74.2001 (3)(B)).

1 Phonics-Related Texas Essential Knowledge and Skills-Alignment Review

Standards-alignment review team members review instructional materials to determine the extent to which the standards are covered and to identify factual errors. To be eligible for inclusion on the *Commissioner’s Recommended List of Phonics Programs*, instructional materials must cover at least 50% of the phonics related breakouts in the [English language arts and reading Texas Essential Knowledge and Skills](#) (TEKS) in the student and teacher materials. The below citations are to the breakouts in the TEKS. The breakouts are created by unpacking the student expectations and separating them into component parts. Unless otherwise stated, all breakouts associated with a student expectation will be included in standards alignment.

- [Grade K:](#)
 - (2)(A)(v), (vi), (vii), (ix), (x), (xi)
 - (2)(B)
 - (2)(C)
 - (2)(D)(xi) and (xii)
 - (2)(E)
- [Grade 1:](#)
 - (2)(A)(iii), (iv), (v), (vi), (vii), (viii), (ix)
 - (2)(B)
 - (2)(C)
- [Grade 2:](#)
 - (2)(A)(ii), (iii), (iv), (v)
 - (2)(B)(i)–(xiii), (xv)–(xxxix), and (xli)–(lii)
(Does not include (2)(B)(xiv) and (xl).)
 - (2)(C)(i)–(xxx), (xxxii)–(xxxiii), (xxxv)–(lvi)
(Does not include (2)(C)(xxxi) and (xxxiv).)
- [Grade 3:](#)
 - (2)(A)(i)–(x), (xii)–(xxvi), and (xxviii)–(xxxii)
(Does not include (2)(A)(xi) and (xxvii).)
 - (2)(B)(i)–(vii), (ix)–(x), (xii)–(xxii), (xxiv)–(xxv), and (xxvii)–(xxx)(Does not include (2)(B)(viii), (xi), (xxiii), and (xxvi).)

Note: State Board of Education-adopted materials submitted for consideration will not be re-reviewed for standards-alignment unless the materials cover less than 50% of the phonics related breakouts in the TEKS.

Category	Student TEKS	Teacher TEKS
Does Not Meet Criteria to be Included on the Commissioner’s List	<50%	<50%

2 Instructional Approach

Materials provide concise, direct (explicit) and systematic phonics instruction with cumulative review and intentional pacing. Lessons provide specific daily instructional sequences and routines, which include modeling, guided practice, and scaffolded application with immediate, corrective feedback. Materials include ongoing practice opportunities in isolation and in connected, decodable text that follows the instructional focus.

Phonics Indicator	Phonics Guidance	Scoring
2.1 Materials include systematic, year-long plans for phonics instruction.	<ul style="list-style-type: none"> Materials include a cohesive, TEKS-aligned scope and sequence that outlines the essential knowledge and skills that are taught throughout the year. Materials clearly demonstrate vertical alignment that shows the progression of skill development from year to year. Lesson objectives systematically progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words). 	Grade K: 0/2/4 Grade 1: 0/2/4 Grade 2: 0/2/4 Grade 3: 0/2/4
2.2 Materials provide direct (explicit) and systematic instruction in developing grade-level phonics skills within and across lessons.	<ul style="list-style-type: none"> Lessons include detailed guidance for each component of the gradual release of responsibility model. Materials contain a teacher edition with ample and useful annotations and suggestions on how to present the content in the student materials. 	Grade K: 0/2/4 Grade 1: 0/2/4 Grade 2: 0/2/4 Grade 3: 0/2/4
2.3 Materials include detailed guidance that supports teacher’s delivery of instruction.	<ul style="list-style-type: none"> Guidance for teachers includes information about common phonics pattern misconceptions and guiding principles related to teaching specific phonics skills. Guidance for teachers provides detailed, specific instructional strategies with consistent routines for teaching each phonics skill. Materials include specific guidance for providing students with immediate, corrective feedback. Materials provide detailed guidance for connecting previously taught phonics skills to new learning. Materials include clear guidance on how to pace each lesson, including specific time suggestions for each component of the gradual release model.	Grade K: 0/2/4 Grade 1: 0/2/4 Grade 2: 0/2/4 Grade 3: 0/2/4
2.4 Materials include frequent and distributed review of phonics skills with cumulative practice opportunities with decodable text.	<ul style="list-style-type: none"> Materials include intentional cumulative review and practice activities throughout the span of the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of taught phonics skills. 	Grade K: 0/2/4 Grade 1: 0/2/4 Grade 2: 0/2/4 Grade 3: 0/2/4

Total points possible: 16

3 Content-Specific Skills

Materials follow a research-based reading development continuum that provides high-quality instruction of phonics skills for beginning readers and writers. Materials focus on the development of alphabet knowledge, phonological awareness, phonics, and fluency to develop proficient readers throughout the year, as developmentally appropriate. Materials include ongoing practice opportunities in isolation and in connected, decodable text that follows the instructional focus.

3.A Alphabet

Phonics Indicator	Phonics Guidance	Scoring
<p>3.A.1 Materials provide systematic and direct (explicit) instruction, practice, and review related to alphabet knowledge.</p>	<ul style="list-style-type: none"> Materials provide a research-based, systematic sequence for introducing letter names and their corresponding sounds. Materials provide scripted direct (explicit) instruction for teaching the identification of all 26 letters (upper and lowercase) and their corresponding sounds. Materials provide direct (explicit) instruction on forming the 26 letters (upper and lowercase). Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge in isolation and in context of meaningful print. 	<p>Grade K: 0/2/4 Grade 1: Not Applicable Grade 2: Not Applicable Grade 3: Not Applicable</p>
<p>3.A.2 Materials provide systematic and direct (explicit) instruction, practice, and review related to the alphabetic principle.</p>	<ul style="list-style-type: none"> Materials systematically introduce letter-sound relationships in an order that quickly allows for application to basic decoding and encoding. Materials provide scripted direct (explicit) instruction for connecting phonemes to letters within words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode simple words both in isolation and in decodable connected text. 	<p>Grade K: 0/2/4 Grade 1: 0/2/4 Grade 2: Not Applicable Grade 3: Not Applicable</p>

3.B Phonological Awareness

Phonics Indicator	Phonics Guidance	Scoring
<p>3.B.1 Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of oral syllable awareness skills, as outlined in the TEKS.</p>	<ul style="list-style-type: none"> Materials provide a systematic sequence for introducing oral syllable awareness activities that begins with simple skills (detecting, blending, and segmenting syllables) and gradually transition to more complex skills such as adding, deleting, and substituting syllables. Materials include scripted direct (explicit) instruction for teaching oral syllable awareness skills. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). 	<p>Grade K: 0/2/4 Grade 1: Not Scored Grade 2: Not Applicable Grade 3: Not Applicable</p>
<p>3.B.2 Materials provide systematic and direct (explicit) instruction, practice, and review to support the development of phonemic awareness skills, as outlined in the TEKS.</p>	<ul style="list-style-type: none"> Materials provide a systematic sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes (the smallest unit of sound) and gradually transition to more complex manipulation practices such as adding, deleting, and substituting phonemes. Materials include scripted direct (explicit) instruction for teaching phonemic awareness. Materials include direct (explicit) detailed guidance for connecting phonemic awareness skills to the alphabetic principle, helping to transition students from oral language activities to basic decoding and encoding. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). 	<p>Grade K: 0/2/4 Grade 1: 0/2/4 Grade 2: 0/2/4 Grade 3: Not Applicable</p>

3.C Phonics (Encoding and Decoding)

Phonics Indicator	Phonics Guidance	Scoring
<p>3.C.1 Materials provide systematic and direct (explicit) instruction, practice, and review to develop students’ knowledge of grade-level sound-spelling patterns, as outlined in the TEKS.</p>	<ul style="list-style-type: none"> Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials provide scripted direct (explicit) instruction for grade-level sound-spelling patterns. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources to decode and encode words that include taught sound-spelling patterns in isolation (e.g., word lists) and in decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). 	<p>Grade K: 0/2/4 Grade 1: 0/2/4 Grade 2: 0/2/4 Grade 3: 0/2/4</p>
<p>3.C.2 Materials provide systematic and direct (explicit) instruction, practice, and review related to accurately identifying, reading, and writing regular and irregular high-frequency words.</p>	<ul style="list-style-type: none"> Materials provide a systematic sequence for introducing regular and irregular high-frequency words. Materials provide scripted direct (explicit) instruction for decoding and encoding regular and irregular high-frequency words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and resources for students to recognize, read, and write high-frequency words in isolation (e.g., word lists) and in connected text (e.g., within sentences or decodable texts). 	<p>Grade K: 0/2/4 Grade 1: 0/2/4 Grade 2: 0/2/4 Grade 3: 0/2/4</p>
<p>3.C.3 Materials include systematic and direct (explicit) instruction, practice, and review related to using knowledge and application of syllabication to decode and encode one-syllable or multisyllabic words.</p>	<ul style="list-style-type: none"> Materials provide a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. Materials provide scripted direct (explicit) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and 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). 	<p>Grade K: Not Applicable Grade 1: 0/2/4 Grade 2: 0/2/4 Grade 3: 0/2/4</p>

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3.C Phonics (Encoding and Decoding)

Phonics Indicator	Phonics Guidance	Scoring
<p>3.C.4 Materials connect phonics instruction to meaning by providing systematic and direct (explicit) instruction, practice, and review related to developing morphological awareness.</p>	<ul style="list-style-type: none"> Materials provide a systematic sequence for introducing grade-level morphemes, as outlined in the TEKS. Materials provide direct (explicit) instruction for supporting recognition of common morphemes. Materials provide direct (explicit) instruction for using the meanings of morphemes (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. Materials incorporate a variety of activities and resources for students to develop, practice, and reinforce skills (through cumulative review). Materials provide a variety of activities and 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). 	<p>Grade K: Not Applicable Grade 1: 0/2/4 Grade 2: 0/2/4 Grade 3: 0/2/4</p>

3.D Fluency

Phonics Indicator	Phonics Guidance	Scoring
<p>3.D.1 Materials provide frequent opportunities for students to practice and develop word reading fluency, by using knowledge of grade-level phonics skills to read decodable connected texts with accuracy and automaticity.</p>	<ul style="list-style-type: none"> Materials include embedded modeling and practice with word lists, decodable phrases/sentences, and decodable connected texts in the lesson. Materials provide practice activities for word reading fluency in a variety of settings (e.g., independently, in partners, in guided small groups, etc.). Materials provide a variety of grade-level decodable connected texts that are aligned to the phonics scope and sequence. 	<p>Grade K: 0/2/4 Grade 1: 0/2/4 Grade 2: 0/2/4 Grade 3: 0/2/4</p>

Total Points Possible:

- **Grade K: 28**
- **Grade 1: 28**
- **Grade 2: 24**
- **Grade 3: 20**

4 Progress Monitoring

Materials provide frequent, strategic opportunities to monitor and respond to student progress toward development of appropriate grade level and content skill development.

Phonics Indicator	Phonics Guidance	Scoring
<p>4.1 Materials include developmentally appropriate diagnostic tools (e.g., formative and summative) and guidance for teachers to measure and monitor student progress.</p>	<ul style="list-style-type: none"> Materials include a variety of diagnostic tools that are developmentally appropriate. Materials provide clear, consistent directions for accurate administration of diagnostic tools. Materials include data-management tools for tracking individual and whole-class student progress. 	<p>Grade K: 0/1/2 Grade 1: 0/1/2 Grade 2: 0/1/2 Grade 3: 0/1/2</p>
<p>4.2 Materials include integrated progress monitoring tools, with specific guidance on frequency of use.</p>	<ul style="list-style-type: none"> Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level skills. Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. 	<p>Grade K: 0/1/2 Grade 1: 0/1/2 Grade 2: 0/1/2 Grade 3: 0/1/2</p>
<p>4.3 Materials include guidance for teachers to analyze and respond to data from diagnostic tools.</p>	<ul style="list-style-type: none"> Materials support teachers' analysis of diagnostic data to inform response to individual students' strengths and needs. Diagnostic tools provide teachers with guidance on how to plan and differentiate instruction based on student data. Materials include a variety of resources that align to data, allowing teachers to plan different activities in response to student data. 	<p>Grade K: 0/1/2 Grade 1: 0/1/2 Grade 2: 0/1/2 Grade 3: 0/1/2</p>

Total Points Possible: 6

5 Supports for All Learners

The following information will appear on the Texas Resource Review website, providing additional information about the set of materials being reviewed.

Phonics Indicator	Phonics Guidance	Scoring
<p>5.1 Materials include guidance, scaffolds, supports, and extensions that maximize student learning potential.</p>	<ul style="list-style-type: none"> Materials provide targeted instruction and activities to scaffold learning for students who have not yet mastered grade-level foundational phonics skills. Materials provide targeted instruction and activities to accelerate learning for students who have achieved grade-level mastery of foundational phonics skills. Materials provide enrichment activities for all levels of learners. 	<p>Grade K: 0/1/2 Grade 1: 0/1/2 Grade 2: 0/1/2 Grade 3: 0/1/2</p>
<p>5.2 Materials include a variety of instructional methods that appeal to a variety of learning interests and needs</p>	<ul style="list-style-type: none"> Materials include a variety of developmentally appropriate instructional approaches to engage students in mastery of the content. Materials support a variety of instructional settings (e.g., whole group, small group, one-on-one). 	<p>Grade K: 0/1/2 Grade 1: 0/1/2 Grade 2: 0/1/2 Grade 3: 0/1/2</p>
<p>5.3 Materials include supports for Emergent Bilinguals to meet grade-level learning expectations.</p>	<ul style="list-style-type: none"> Materials include linguistic accommodations (communicated, sequenced, and scaffolded) commensurate with various levels of English language proficiency as defined by the English Language Proficiency Standards (ELPS). Materials encourage strategic use of students’ first language as a means to linguistic, affective, cognitive, and academic development in English. 	<p>Grade K: 0/1/2 Grade 1: 0/1/2 Grade 2: 0/1/2 Grade 3: 0/1/2</p>

Total Points Possible: 6

6 Additional Information: Resources

The following information will appear on the Texas Resource Review website, providing additional information about the set of materials being reviewed.

Phonics Indicator	Phonics Guidance	Scoring
<p>6.1 Materials provide guidance on fostering connections between home and school.</p>	<ul style="list-style-type: none"> Materials inform families about the program and provide suggestions for how they can help support student progress and achievement. Materials provide specific strategies and activities for families to use at home to support students' learning and development. Materials contain resources to help teachers communicate with families in an ongoing manner regarding student's progress. 	<p>Not Scored</p>
<p>6.2 Materials incorporate technology into the lessons to enhance student learning.</p>	<ul style="list-style-type: none"> Digital materials are accessible and compatible with multiple operating systems and devices. Digital materials support and enhance virtual and in-person instruction. Digital materials enhance student learning and are not distracting or chaotic. 	<p>Not Scored</p>

7 Additional Information: Technology, Price, Professional Learning, Additional Language Supports, and Evidence-Based Information

The following information will appear on the Texas Resource Review website, providing additional information about the set of materials being reviewed.

Phonics Indicator	Phonics Guidance	Scoring
7.1 Technology Specifications	<ul style="list-style-type: none"> Technology Specifications form is complete. 	Not Scored
7.2 Price Information	<ul style="list-style-type: none"> Price Information form is complete. 	Not Scored
7.3 Professional Learning	<ul style="list-style-type: none"> Professional Learning form is complete 	Not Scored
7.4 Additional Language Supports	<ul style="list-style-type: none"> Additional Language Supports form is complete. 	Not Scored
7.5 Evidence-Based Information	<ul style="list-style-type: none"> Evidence-Based Information is available. 	Not Scored

Appendix

Phonics (K–3)

The Texas Resource Review Phonics (K–3) rubric was developed in collaboration with the Early Childhood team at TEA, designated phonics experts, and in alignment with other strategic TEA initiatives.