Publisher Name	Program Name
Amplify Education, Inc.	*Amplify TX ELAR Skills*

Subject	Grade Level
English Phonics	Kindergarten

Texas Essential Knowledge and Skills (TEKS) Coverage: 100%
English Language Proficiency Standards (ELPS) Coverage: N/A
Quality Review Overall Score: 307 / 307

Quality Review Summary

Rubric Section	Quality Rating
1. **Intentional Instructional Design**	**53 / 53**
2. **Progress Monitoring**	**28 / 28**
3. **Supports for All Learners**	**32 / 32**
4. **Phonics Rule Compliance**	**36 / 36**
5. **Foundational Skills**	**158 / 158**

Strengths

- 1.1 Course-Level Design: Materials adhere to TEKS, ELPS, concepts, and knowledge taught. They apply appropriate pacing while providing explanations for concepts, guiding lesson internalization, and including resources to support administrators.

- 1.2 Unit-Level Design: Materials include a comprehensive unit overview, provide content knowledge and academic vocabulary for effective teaching, and suggestions to support families in their students' success.

- 1.3 Lesson-Level Design: Materials support educators in effective implementation through intentional lesson-level design.

- 2.1 Instructional Assessments: Materials include appropriate and defined instructional assessments aligned to TEKS at varying levels of complexity and offer guidance to educators on consistent administration of assessments.

- 2.2 Data Analysis and Progress Monitoring: Materials include guidance to interpret student performance and tools for students to interpret and track their progress and growth.

- 3.1 Differentiation and Scaffolds: Materials provide educators with guidance to pre-teach unfamiliar vocabulary and references and implement differentiated instruction.

- 3.2 Instructional Methods: Materials guide educators in effectively modeling, delivering, and facilitating lessons through

explicit instructional approaches and varied practice opportunities.

- 3.3 Support for Emergent Bilingual Students: Materials provide educators with guidance on linguistic accommodations, bilingual/ESL program implementation, and support for emergent bilingual students, including resources for dual language immersion programs and metalinguistic transfer.

- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials offer systematic and sequenced instruction in phonics and foundational skills, with explicit daily opportunities for practice, including isolated exercises, decodable texts, and cumulative review.

- 4.2 Daily Instructional Sequence and Routines: Materials ensure daily lessons provide explicit instruction with teacher modeling, guided practice with immediate feedback, and diverse opportunities for collaborative and independent student practice.

- 4.3 Ongoing Practice Opportunities: Materials incorporate intentional cumulative review and practice of explicitly taught phonics skills, using decodable texts and providing opportunities for isolated and connected practice.

- 4.4 Assessment: Materials provide developmentally appropriate assessment tools with clear administration guidelines, systematic progress monitoring, and year-long assessment opportunities aligned to grade-level phonics skills.

- 4.5 Progress Monitoring and Student Support: Materials offer data-management tools for tracking individual and whole-class progress, with guidance on progress monitoring frequency and strategies to accelerate learning toward mastery based on data analysis.

- 5.B.1 Oral Language Development: Materials provide explicit and systematic guidance for developing oral language through diverse methods, with opportunities for social and academic communication, active listening, discussion, and idea-sharing for various purposes and audiences.

- 5.C.1 Alphabet Knowledge: Materials provide a systematic sequence for introducing letter names and sounds, with explicit instruction for letter identification and formation. They include activities and resources for students to develop, practice, and reinforce alphabet knowledge both in isolation and within meaningful print.

- 5.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships, guiding teachers in phoneme-letter instruction with corrective feedback, while offering diverse activities for students to practice and reinforce decoding skills in both isolated and connected text.

- 5.D.1 Phonological Awareness: Materials provide a systematic sequence for introducing phonological awareness, starting with simple skills and progressing to complex ones, offering explicit instruction with corrective feedback and diverse activities for practice and reinforcement aligned to grade-level TEKS.

- 5.D.2 Phonemic Awareness: Materials follow a systematic sequence for phonemic awareness, progressing from basic to complex skills, with explicit instruction and feedback, connecting phonemic awareness to the alphabetic principle, and providing varied activities for cumulative practice and reinforcement.
- 5.E.1 Sound-Spelling Patterns: Materials provide a systematic sequence for introducing grade-level sound-spelling patterns, offering explicit instructional guidance and diverse activities for students to develop, practice, and reinforce these patterns in both isolated words and decodable connected text.
- 5.E.2 Regular and Irregular High-Frequency Words: Materials systematically introduce

and provide explicit instruction for regular and irregular high-frequency words, with varied activities for decoding, encoding, and practicing these words in both isolation and connected text.

- 5.E.3 Decoding and Encoding One-Syllable or Multisyllabic Words: Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review).

Challenges

- No challenges were indicated for this material

Summary

Amplify TX ELAR Skills is a K–3 phonics program that offers a comprehensive, structured approach to literacy and phonics instruction. The program integrates phonemic awareness, phonics, fluency, vocabulary, and comprehension into every lesson. It provides detailed daily instructional guidance, including sequences and routines that feature modeling, guided practice, and opportunities for reading and writing applications. In addition to classroom resources, the program offers tools to enhance family engagement. Each unit includes an overview to educate families about the curriculum and provides practical ways they can support their students at home. Resources such as word cards, matching activities, and reading passages are also available to help students further learning outside the classroom.

Campus and district instructional leaders should consider the following:
- The program includes a comprehensive overview of each unit within the teacher guide. At the start of each lesson, the materials provide detailed guidance to help teachers deliver the instruction effectively, along with a list of necessary resources. While the lessons include scripts and prompts, the online materials also feature unit and lesson internalization documents to support novice teachers in planning and navigating the content. Additionally, the program offers an observation tracker that leadership can use to coach and monitor the implementation of instructional materials.
- The program delivers systematic and sequenced phonics instruction, starting with sounds and gradually linking them to letters. Using synthetic phonics, students learn to read by blending

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education Inc, *Amplify TX ELAR Skills,* English Phonics, Kindergarten

sounds within words, avoiding multiple cueing strategies, relying on pictures as a primary decoding tool, or part-word guessing.

Intentional Instructional Design

1.1	Course-Level Design	15/15
1.1a	[Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.](#)	**5/5**
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).](#)	**2/2**
1.1c	[Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.](#)	**2/2**
1.1d	[Materials include guidance, protocols, and/or templates for unit and lesson internalization.](#)	**2/2**
1.1e	[Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.](#)	**4/4**

The materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught within each unit of the course. 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). Materials explain the rationale for the unit order and how the concepts connect throughout the course. Materials include guidance, protocols, and templates for unit and lesson internalization. Materials include resources and guidance to support administrators and instructional coaches in implementing the materials as designed.

Evidence includes, but is not limited to:

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

- The materials include a scope and sequence curriculum map that outlines the TEKS, ELPS, concepts, and knowledge taught within each unit. This curriculum map provides the duration of the unit in days, the number of recommended pausing days, and any accompanying unit assessments on a one-page document for each unit. The map also offers a summary of upcoming unit learning. For example, the Unit 11 summary states, "Introduce students to five new vowel sounds and eleven additional Tricky Words. Teachers administer a cumulative End-of-Year assessment, the results of which can be shared with grade 1 teachers via the End-of-Year Summary sheet." Below the unit summary, the curriculum map gives a bulleted list of expected unit learning outcomes. A table at the bottom of the document lists the instructed and assessed TEKS and the correlating ELPS.
- Each unit provides a correlating teacher guide with a scope and sequence section in Appendix B. The grade K scope and sequence consists of three pages in a bulleted list. The scope and sequence addresses the primary skills and activities presented in grade K. The scope and sequence lists the high-frequency words for Units 1–10 and the spelling patterns for each unit. This document does not include the TEKS or ELPS. Each grade K teacher's guide includes a

document that lists the TEKS introduced in the unit. The list provides the TEKS number in conjunction with the TEKS full textual descriptions. Additionally, a similar document lists the ELPS with their full textual descriptions and their correlation to the unit.

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

- The materials include a pacing guide in table form that outlines the number of days for each unit and includes suggested pausing point days to support effective implementation for various instructional calendars. The table shows the pacing of the material across 41 instructional weeks.
- The materials provide an Adjusted Pathways document recommending Unit 1 spans 13 days with nine days of instruction, three days for pausing points, and one day for assessment. This document suggests adjusting instructional days due to varying school or district calendars by reducing or eliminating pausing point days and/or assessment days or adding activities if needed. The document includes an interactive table divided into days for instructional lessons, pausing points, and assessments. This table is available to help calculate and adjust the number of days for each curriculum section to fit varying instructional calendars.

Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.

- The materials provide rationales that show how units build on each other. Each teacher's guide for grade K provides an introductory unit overview. The overview includes what students will start learning, what they will learn later, and what they have already learned in previous units. The overview also highlights any variance from previous units for teachers. For example, the introduction in Unit 6 states, "This unit differs from Units 3–5 in several ways. In each of the three previous units, you introduced eight or nine letter-sound correspondences. In this unit, you will introduce only one new letter-sound correspondence, the 's' spelling for the /z/ sound."
- The introductory unit overview includes a letter to the teacher explaining the program's design. The letter for Unit 1 states how skills progress from less to more complex.

Materials include guidance, protocols, and/or templates for unit and lesson internalization.

- The materials include a unit internalization template, which also serves as a protocol and includes six steps encouraging teachers to reflect on the content knowledge and pedagogical practices needed for the unit. These steps are reflective questions for teachers to answer after reviewing the unit. For instance, question two asks, "What does the introduction tell us to consider when teaching the unit? For example, pronounce the two sounds that the 'th' spelling makes, tips on how to teach students to decode multisyllabic words," prompting teachers to consider key concepts in the unit. The digital materials offer an editable template for unit internalization and implementation.

- The materials include a lesson internalization document, which follows a similar format to the unit internalization template. The lesson internalization document features a 10-step guideline organized into sections: Review the lesson, Dive into the lesson, and Customize the lesson. The Skills Lesson Internalization document outlines lesson internalization guidelines and organizes lessons into the following sections: Review the lesson, Dive into the lesson, and Customize the lesson.

Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.

- The digital materials include an implementation matrix within the program overview for leaders. The matrix outlines steps for implementing materials and practices across various areas, such as Instructional Resources, Lesson Delivery, Adapting Instruction, and Pacing and Coherence. It covers different stages of implementation, including Foundation, Initial Implementation, Full Operation, and Innovation.
- The digital materials include an observation tracker to support administrators and coaches when viewing instructional implementation. The tracker includes categories such as Instructional Resources, Instructional Delivery, Engagement, Adapting Instruction, Classroom Procedures, Pacing and Coherence, and Physical Space. Each category consists of four parts: Foundational Knowledge, Initial Implementation, Full Operation, and Innovation.
- The Overview for Leaders is presented in the form of a participant notebook. According to the overview, "This is an excerpted version of the Participant Guide used during professional development sessions designed especially for administrators and other leaders. During the session, participants are guided through the steps for creating a step-by-step plan for successful implementation, take a deep dive into the program design and materials, and learn about ways to support their educators and students."

Intentional Instructional Design

1.2	Unit-Level Design	4/4
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.	2/2
1.2b	Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.	2/2

The materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit. Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

Evidence includes, but is not limited to:

Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

- The materials include an introduction at the beginning of each teacher guide. The introduction outlines what students will learn throughout the unit and what skills the lessons will review from previous units. For example, the introduction to Unit 3 states, "In Unit 3, students will begin to make connections between sounds and symbols. They will continue to practice blending sounds into words and will be taught several of the symbols used when reading and writing. Specifically, they will learn the most common way to spell eight of the sounds of English."
- The introduction in the teacher guide provides background content knowledge and the pedagogical strategies needed to teach the concepts effectively. For example, regarding oral language exercises in Unit 2, the introduction states, "When blending, utilize motions to make the process a kinesthetic experience. In this unit, two sets of gestures for blending are taught. The first set of gestures, explained in Lesson 1, works when blending two syllables or two sounds. It involves opening a palm for each component and then clapping the hands together when the two components are blended. You may wish to use this gesture to model for students how a syllable in each two-syllable word is deleted to develop students' oral syllable awareness. For more information on oral syllable awareness, along with a suggested routine, see Appendix A."
- The introduction in the teacher guide for each unit provides the teacher with definitions and examples for academic vocabulary. For example, the introduction in Unit 2 defines sequential and final blending by stating, "As a teacher, you should be aware of the difference between sequential and final blending. In sequential blending, the word is built step by step by adding sounds to blended sound sequences. For example, the word fish is blended like this: "/f/" . . . "/i/" . . . "fi" . . . "/sh/" . . . "fish." In final blending, the sounds in a word are said individually and then blended: "/f/" . . . "/i/" . . . "/sh/" . . . "fish." Final blending is described in the blending exercises used in this program."

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

- The materials include a take-home letter at the beginning of each activity book that informs family members of the concepts covered in the unit. It also explains that an activity page will be sent home to "inform you of activities you can do at home to supplement and solidify the learning your child is doing at school." Additionally, each unit has a take-home letter in Spanish, offering suggestions for continuing student learning at home.
- The materials provide Take-Home pages with instructions in English for parents to support their student's progress at home. The Take-Home Activity Pages are in each unit's student Activity Book. For example, in Unit 1, on Take-Home Activity Page 1.3, the directions to the caregiver state, "Dear Family Member, In class, we have been practicing cup shapes. This is one of several simple shapes we are practicing for letter formation. Please have your child trace the dotted cups on the front and back of this activity page, starting at the stars. Students may color the pictures after they complete tracing (optional)." The materials provide Spanish versions of the instructions for each take-home activity page in the online resources.

Intentional Instructional Design

1.3	Lesson-Level Design	34/34
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.	30/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

The 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. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).

Evidence includes, but is not limited to:

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.

- The materials include a detailed lesson overview at the beginning of each lesson, featuring daily objectives listed under the title "Primary Focus of Lesson." For example, in unit 7, lesson 9, some of the daily objectives and TEKS for foundational skills are: "Students will orally segment up to five sounds in a single-syllable word (TEKS K.2.A.x); Students will provide the sound and letter name for each letter card show (TEKS K.2.B.i; TEKS K.2.D.v)."
- Each lesson plan features a section titled "Lesson at a Glance," which lists the skills being taught, grouping, suggested time, and needed materials. The lesson plans also include instructional assessments. These assessments are listed with their location or type, title, and the coordinating TEKS. For example, one instructional assessment in unit 4, lesson 1, is written as, "Observation, Oral Segmenting Observation Record, TEKS K.2.A.x."
- Each lesson within the teacher guide includes a list of objectives under the "Primary Focus" category. For example, Unit 3, lesson 1, lists three objectives: "Students will orally blend words of two or three phonemes, recognize spoken alliteration or groups of words that begin with the same spoken onset or initial /m/ sound, and write the spelling 'm' to represent /m/ and read and write simple CVC words that include the spelling 'm' to match a picture."

- The materials include content language standards within each lesson. These standards are located in the sidebar under the title "English Language Learners," marked with an image of a hand. For example, Unit 7, Lesson 9 states, "Prior to previewing vocabulary, tell students you will act out one of the core vocabulary words. Tell the students that the word romp is a verb that means to play in a fun, lively way. Say the word romp again slowly, and ask students to repeat it. Demonstrate the action to romp by skipping or moving about in a lively way, and ask students to demonstrate the action as well as they repeat the phrase to romp. Use the word romp at an appropriate opportunity during the school day (e.g., before recess, PE, etc.)," noting ELPS 1.D, 4.C, and 4.E.

Materials include a lesson overview outlining the suggested timing for each lesson component.

- The materials include a lesson overview outlining the suggested timing for each lesson component in the section titled "Lesson At A Glance." For example, in Unit 2, Lesson 7, the overview allocates 25 minutes for prerequisite foundational skills and 35 minutes for prerequisite writing skills. Under these categories, the "Lesson At A Glance" further distributes the time to specific activities. For instance, under prerequisite foundational skills, the materials allot 5 minutes for Warm-Up: Sound Blending, 10 minutes for Practicing Blending: Picture Card Blending, and 10 minutes for Listening for Beginning Sounds: Find Things by Beginning Sound.
- Lessons include an overview that outlines the time required to teach each component of the lesson. For example, in Unit 6, Lesson 7, the overview allocates 10 minutes for foundational skills, 20 minutes for language, and 30 minutes for reading. Under these categories, the "Lesson At A Glance" further distributes the time to recommend 10 minutes for Warm-up: Oral Blending and Alphabet Review, 20 minutes for Spelling: Phonics, and 30 minutes for Reading: Wiggle Cards, Decodable Reader.

Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.

- Lessons in the materials feature an advanced preparation section. This section provides instructions for teachers to prepare the materials listed in the "Lesson At A Glance" section, most of which are intended for teacher use. For example, In Unit 1, Lesson 8, the section includes materials for the Prerequisite Foundational Skills as "crayons, chart paper and musical instruments or classroom objects." In the same lesson the Prerequisite Writing Skills requires crayons, chart paper and Activity Page 8.1."
- The materials include a lesson overview listing the necessary materials for teachers and students. The "Lesson At A Glance" section of the teacher guide details the required materials for each part of the lesson. For example, in Unit 4, Lesson 4, the needed materials include large letter cards, a sound poster, and sound card eleven.

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

- The materials offer additional support activities within each lesson, as found in the teacher guide. These activities include teacher directions, a suggested activity, and the location of the procedure within the teacher guide. For example, in Unit 3, Lesson 2, under "Additional Support," the teacher has options for "More Help With Beginning Sounds" or "More Help With Letter-Sound /A/." The ancillary components in the online resources that can be used for supplemental phonics practice. For grade K, these ancillary components include blending picture cards, large letter cards, a picture reader, small letter cards, sound cards, and sound posters.
- The materials provide extension activities for one or more lessons in the teacher guide for each unit. For example, the extension activity in Unit 1 is cross-curricular connecting to numeracy and encourages the teacher to "Use this exercise to strengthen counting skills by having students count the items."
- The materials provide take-home pages with instructions in English and Spanish for family members to support their student's progress at home. For example, in Unit 1, on take-pome page 1.3, the directions state, "Dear Family Member, In class, we have been practicing cup shapes. This is one of several simple shapes we are practicing for letter formation. Please have your child trace the dotted cups on the front and back of this activity page, starting at the stars. Students may color the pictures after they complete tracing (optional)." The materials provide Spanish versions of the instructions for each take-home activity page in the online resources.

Progress Monitoring

2.1	Instructional Assessments	24/24
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.	**12/12**
2.1b	Materials include the definition and intended purpose for the types of instructional assessments included.	**2/2**
2.1c	Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.	**2/2**
2.1d	Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.	**6/6**
2.1e	Instructional assessments include standards-aligned items at varying levels of complexity.	**2/2**

The 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. Materials include the definition and intended purpose for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments include standards-aligned items at varying levels of complexity.

Evidence includes, but is not limited to:

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.

- Materials include multiple diagnostic assessments in grade K. A diagnostic assessment found in Unit 1 is a pretest used to determine what students know and establish a baseline to monitor progress across the year rather than identifying students not ready for the grade K sequence. The test includes two parts in Lessons 4 and 6. Part 1 in Lesson 4 assesses blending, while Part 2 in Lesson 6 assesses writing strokes.
- Each lesson includes formative assessment opportunities to gauge individual student understanding of content and proficiency. On the first page of every lesson, a list of formative assessments is provided, including the type of assessment, title of the assessment, the TEKS being assessed, and materials needed. For example, in grade K Unit 7, Lesson 15, there are various formative assessments throughout the lesson, such as opportunities for teachers to assess student mastery through observation using an observation recording sheet and anecdotal reading record documents, along with an assessment utilizing a sheet from the student activity book. In another lesson, teachers informally check student understanding by asking students to use their Chaining Folders to spell ch- and th- words as indicated in the teacher's instructions.

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education Inc, *Amplify TX ELAR Skills,* English Phonics, Kindergarten

- Materials include a variety of instructional assessments at the unit level in the Teacher's Guide at or near the end of each unit. For example, Unit 9, Lesson 20 features a performance assessment that asks students to identify all uppercase letters and accurately write all uppercase and lowercase letters using appropriate directionality. In Unit 7, Lesson 11, the teacher uses a sheet from the student activity book. The assessment requires the teacher to read words aloud to the students, who find and circle the correct word. Part 2 occurs one-on-one with the teacher and student throughout Lessons 12, 14, 15, and 16.

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

- The Assessment Guide, available in the online program resources, includes definitions and intended purposes for the types of instructional assessments within the materials. The guide provides a table outlining each type of assessment, its purpose, and how the data are used. For example, according to the guide, the daily formative assessments determine individual student and class mastery of identified TEKS aligned with the primary objectives of the lesson. These assessments allow the teacher to gauge individual student understanding and inform small group instruction. The guide explains the purpose of unit assessments "student learning of the content of the unit."

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

- The introduction of each Teacher Guide provides guidance to ensure consistent and accurate administration of instructional assessments. For example, the introduction of Unit 2 informs teachers, "In Unit 1, you were asked to give two pretests: the Writing Strokes Pretest and the Blending Pretest. These are the two most important pretests and should, ideally, be given to all students before beginning this unit."
- The materials include teacher guidance for administering assessments in the introduction and throughout the pages of every lesson. For example, in Unit 2, Lesson 10, there is a note to the teacher stating, "During this lesson, you will assess students to determine their readiness for Unit 3. The Unit 2 Student Performance Assessment has two parts. Part 1 tests students' ability to draw strokes and shapes taught in the first two units. Part 2 tests students' ability to blend sounds to form words. For evaluating students' performance, see the Record Sheet for Unit 2 Student Performance Assessment, the Writing Strokes Assessment Scoring Guide, and the Writing Strokes Class Summary Sheet located in Teacher Resources." The lesson later provides scripted instructions for the teacher, including a list of materials to distribute, directions to read aloud, and guidance on utilizing the data.

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

- The online materials provide a curriculum map that notes the TEKS aligned with each unit's formative and summative assessments. For example, the curriculum map specifies that the unit assessment for Unit 8 will be administered in Lesson 20 and lists the TEKS that will be formatively assessed. These TEKS include: K.2.A.i, K.2.B.i, K.2.B.ii, K.2.B.iv, K.2.C.ii, K.2.D.ii, K.2.D.v, K.3.B, K.4, K.5.B, K.5.G, K.7.B, and K.7.C. Each of these TEKS are taught and/or reviewed in Unit 8.
- The materials include detailed lesson plans that specify the TEKS for each formative and summative assessment and the corresponding lesson components and TEKS addressed. For example, Unit 4, Lesson 11 includes a summative performance-based assessment on TEKS K.2.A.x and K.2.B, which are standards covered within the foundational skills of Lesson 11 and prior lessons in the unit.

Instructional assessments include standards-aligned items at varying levels of complexity.

- The materials include instructional assessments with items of varying complexity aligned to the grade K standards. Both formative and summative assessments feature multiple-choice questions and open-response items. For example, in Unit 10, Lesson 6, formative assessments include yes/no questions that require students to write "yes" or "no" in response to the questions. These questions are found on a student activity page and in the digital component. Examples of questions include, "Can a tree sing a song?" and "Is there a kid in this class with six feet?" In Lesson 9, matching questions are included on student activity page 9.1. Instructions ask students to circle the word that matches the picture. For example, students are shown a picture of a cap and need to circle either "cap" or "cape." This activity continues with other short /a/ pictures and corresponding words.
- The materials also offer a variety of informal assessments that provide teachers with immediate feedback on student learning. The Teacher Guide includes observation opportunities throughout each lesson. For instance, Unit 3, Lesson 2, encourages teachers to call on individual students to say letter sounds and then note their performance in the Letter Sounds Observation Record.

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education Inc, *Amplify TX ELAR Skills*, English Phonics, Kindergarten

Progress Monitoring

2.2	**Data Analysis and Progress Monitoring**	4/4
2.2a	Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.	**2/2**
2.2b	Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.	**1/1**
2.2c	Materials include tools for students to track their own progress and growth.	**1/1**

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance. Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Materials include tools for students to track their own progress and growth.

Evidence includes, but is not limited to:

Instructional assessments and scoring information provide guidance for interpreting and responding to student performance.

- The materials include an Assessment Guidance document that provides teachers with grading expectations, additional considerations, and information on specific assessment types, such as daily formative assessments. The document states that data from daily formative assessments "allows teachers to see how individual students understand the lesson and informs small group instruction."
- The materials provide scoring information and analysis within lessons that include performance assessments. For example, in grade K, Unit 4, Lesson 11, clear and explicit instructions explain how to score, assign point values, and interpret the scores. The instructions also provide guidance for extended practice for students not mastering the assessment, stating, "Students scoring 7 or fewer points need to complete Part 2 of the assessment (you will administer Part 2 in the next lesson)."

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

- The materials include instructional strategies to support students who need additional assistance. These strategies are found in each lesson under "Additional Support" in the Teacher Guide. For example, the suggested additional support in Unit 3, Lesson 1, instructs the teacher to "provide students with different colored crayons, have students trace the letters on Teacher Resource 1.1 and Teacher Resource 1.2 first with a finger and then with different colors of crayons, saying the /m/ sound each time, and demonstrate the proper formation of the letter 'm' on the board for students again."

- The materials also include pedagogical guidance on responding to students who do not master the assessed content. Lessons with digital materials include a Corrective Feedback Planning Tool that assists teachers in creating and delivering targeted corrective feedback. The tool features a bulleted list of common errors and misconceptions and suggested scripted feedback for each skill category included in the materials. The skill categories include Phonological-Phonemic Awareness, Letter-Sound correspondence, Phonics/Decoding, and Fluency. For Letter-Sound Correspondence, the bulleted list of errors and misconceptions consists of difficulty in recognizing and recalling letter sounds, confusion with letter-sound relationships, inconsistent application of letter-sound knowledge, confusion with letter-sound patterns and rules, mispronunciation of letter sounds, difficulty distinguishing between similar-sounding letters. Additionally, the tool provides a template for teachers to plan and document their feedback.

Materials include tools for students to track their own progress and growth.

- The digital materials include a reflection sheet that allows students to note their strengths and learning opportunities. This sheet consists of the following sentence stems for students to use while reflecting: "This week I learned _____. I liked learning _____ because _____. I can _____ really well. I need help with _____. My goal for next week is _____." The sheet also includes a section for teachers to add comments in response to the student reflections. This material is available in both English and Spanish.

Supports for All Learners

3.1	Differentiation and Scaffolds	8/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	3/3
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)	2/2
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.	3/3

The materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills. Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

Evidence includes, but is not limited to:

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

- The materials include specific recommendations for differentiated and small group activities to support students who have not yet reached proficiency in grade-level content and skills. In Unit 4, Lesson 1, the lesson plan provides an activity titled "Push and Say," where students use items and sound boxes with the teacher one-on-one or in small groups. The materials guide the teacher in using the Foundational Skills Remediation: Additional Support section in each lesson for students who have not yet mastered previously taught skills. For example, in Unit 2, Lesson 9, the Additional Support section offers activities for students needing extra help with "Listening for Beginning Sounds" or "Writing Strokes." In Unit 4, Lesson 7 suggested remediation activities address segmenting, sound-spelling, reading, and letter-sound Zz.
- The materials also include embedded additional support within lessons, found in the margins of the Teacher Guide. For example, Unit 4, Lesson 3, suggests for students struggling to hear the initial sound /f/. The recommended support states, "If students have trouble hearing a word's initial sound, say the word in a segmented fashion: /f/ . . . /i/ . . . /n/. Then repeat the word in its blended form: fin."
- The materials guide teachers in using various instructional modalities, including kinesthetic opportunities, to support students who have yet to reach proficiency in grade-level skills. In Unit 4, Lesson 1, the lesson suggests that students who struggle to differentiate between the

sounds /m/ and /n/ use gestures as an aid. Gestures include rubbing their stomachs for /m/ and touching their noses for /n/.

- The digital materials include a document that guides supporting all learners, including those who have not yet reached proficiency in grade-level content and skills. The document contains "Best Practices and Strategies for Supporting All Learners." This section covers "Best Practices Embedded Within the Lessons of the Core Curriculum" and "Additional Strategies That Can Be Incorporated Into the Core Curriculum." One example of an additional strategy from the document is the "Use of scaffolding tools, such as mnemonic strategies, graphic organizers, anticipation guides, and class notes in both print and digital form to enhance student learning."

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

- The materials include lesson plans featuring core vocabulary preceding Reading lessons in the Skills Strand. A table lists the vocabulary under each lesson's "Reading" section and is grouped by instructional tier. For example, in Unit 6, Lesson 10, the vocabulary word is "camp," classified as a tier one "everyday speech word." When introducing the story, materials give the teacher explicit instructions: "Preview the Core Vocabulary before reading today's story using established procedures. Allow students to ask questions to clarify the meaning of these words and phrases as necessary." Additional support for teaching the word "camp" is provided in the sidebar and is geared toward emergent bilingual students. It suggests: "Prior to previewing the word camp, show students pictures of campsites to help them understand the word. Ask students if they or a sibling has attended a camp before."
- The materials include embedded supports for unfamiliar vocabulary in specific unit lessons. This support is detailed in the Advanced Preparation section of the lesson. For example, in grade K, Unit 8, Lesson 1, it states: "You will find some optional vocabulary activity pages throughout the unit, such as Activity Pages 1.2 and 1.3 in the Activity Book. You may choose how to use these, if at all. They are designed to reinforce the vocabulary by asking students to practice writing the word and then drawing a picture showing its meaning. You may consider telling students this is similar to the multiple-meaning word posters they have seen in the Knowledge Strand. These activity pages could be easily compiled into a booklet for students to take home, or you may wish to display them in the classroom."

Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

- The materials include teacher guidance on extending instruction for students with proficiency in grade-level skills. For example, the materials suggest extension activities throughout each unit. In Unit 2, Lesson 10, to extend learning, students are encouraged to take a new word created by adding a sound and either share its meaning or use the word in a sentence.
- The materials also guide differentiating instruction for students who have shown an understanding of new concepts. For example, Unit 6, Lesson 2 instructs teachers to "prepare

to divide students into small groups for differentiated instruction. Group 1 students who need more support will work with the teacher. Group 2 students will work independently."

- The digital materials include a document that guides supporting all learners, including gifted and talented students. This document suggests engagement and enrichment activities such as exploring areas of interest, guided or independent research, and additional reading. It includes a section titled "Best Practices and Strategies for Supporting All Learners," covering both "Best Practices Embedded Within the Lessons of the Core Curriculum" and "Additional Strategies That Can Be Incorporated Into the Core Curriculum." For example, the "Best Practices Embedded Within the Lessons of the Core Curriculum" column highlights challenges in the sidebar throughout each unit. In Unit 4, Lesson 5, the Challenge encourages teachers to have students complete a closed sort while being timed so they can race against themselves to achieve their best time.

Supports for All Learners

3.2	**Instructional Methods**	**13/13**
3.2a	Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).	**6/6**
3.2b	Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.	**4/4**
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.	**3/3**

The materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly). Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. 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.

Evidence includes, but is not limited to:

Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).

- The materials provide prompts and guided instructions to assist teachers in communicating, explaining, and modeling concepts directly and explicitly. Each unit's lessons in the Teacher Guide instruct teachers on how to deliver instruction clearly and explicitly. For example, in Unit 2, Lesson 1, teachers are prompted to demonstrate syllable blending using their hands and explain words in two sound parts, such as with the word "cupcake." The materials further guide teachers in explaining how to play the game "Tap and Chase" for additional practice with syllable blending.
- The materials include prompts and guidance to support the teacher in explaining and communicating the concepts to be learned. These instructions are provided at the lesson level. For example, in Unit 1, Lesson 7, guide teachers to support "the class with left-to-right directionality, place a large green "start star" to the left of the line of students and a large red "stop dot" to the right."
- Throughout the materials, scripted instructions are included to support teachers in assisting students who may struggle with understanding the initial lesson. In Unit 5, Lesson 3, teachers are prompted on how to introduce the sound /r/ and are provided guidance on supporting students, such as using segmented pronunciation for clarity: /r/ . . . /i/ . . . /p/.
- The materials incorporate instructional routines designed to support teachers in modeling, explaining, and communicating concepts directly and explicitly. These routines are introduced at the beginning of each unit. For instance, in grade K, Unit 5, there is an instructional routine for explicitly teaching tricky words. The routine starts with creating word

cards and arranging them alphabetically on the wall. It then suggests activities such as "Say It Fast" and "I'm Thinking of a Word" to reinforce learning.

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

- The materials provide teacher guidance and recommendations for effective lesson delivery at the start of each unit. For instance, in the introduction to grade K, Unit 5 it explains, "This unit comprises sixteen lessons designed to teach a variety of skills. Following the lessons, the Pausing Point offers suggestions for skill practice. While much of the daily skills instruction will be delivered to the entire class as a whole, starting from Lesson 2, specific lessons are allocated for differentiated small group work."
- The Teacher Guide offers comprehensive guidance on effective lesson delivery and facilitation using diverse instructional approaches. For example, in Unit 10, teachers are presented with options such as large letter cards, teacher modeling with board or chart paper, and Activity Pages aligned with the curriculum. The materials also incorporate a range of instructional games to enhance engagement and learning. For instance, in Unit 9, Lesson 2, the Teacher Guide recommends activities like "Color the Tricky Word" or "Tricky Word Bingo" to reinforce the week's challenging vocabulary.

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

- The materials include teacher guidance and recommended structures to support effective implementation, as detailed in the "Lesson at a Glance" section at the beginning of each lesson. This section outlines the groupings for each component of the lesson. For example, Unit 3, Lesson 1, consists entirely of whole-group instruction, while Lesson 12 includes a mix of whole-group, independent, and one-on-one activities.
- The materials provide students with various options for practicing and applying the concepts learned. In Unit 8, Lesson 3, students work in partners to practice reading a decodable reader. The teacher guide directs teachers to "Have students take out their Reader, sit with partners, and take turns reading "Fun at the Pond" aloud.
- The materials support various types of practice and provide teachers with guidance and recommended structures for effective implementation. For instance, Unit 3 includes partner reading and anecdotal reading. Students reread "Neighborhood Garden" with a partner and engage in a whole-class choral reading of "Explore Different Jobs and Professions."

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	11/11
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.	2/2
3.3b	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	1/1
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.	8/8
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.	Not scored

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

Evidence includes, but is not limited to:

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 dedicated sections in the lesson plans specifically for emergent bilingual students, providing details about accommodations based on levels of language proficiency (Beginning/Intermediate/Advanced) and strategies for supporting foundational skills. This section, titled "English Language Learners," is located in the sidebar throughout the Teacher Guide for each unit. For example, in Unit 4, Lesson 2, the materials state, "In Spanish, the letter 'h' is silent, and the /h/ sound is made (in a slightly raspier way) by the letter 'j.' Emphasize that in English, this letter ('h') makes this sound (/h/)."
- The online materials include a document titled "Support for All Learners," which features "Best Practices Embedded Within the Lessons of the Core Curriculum" and additional strategies that can be integrated into the core curriculum. This document dedicates three pages to foundational skills support for EB students, detailing ELPS (English Language Proficiency

Standards) with corresponding strategy examples, guidelines for using them, and sample instructional routines.

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

- The materials include implementation guidance to assist teachers in effectively utilizing the resources within state-approved ESL programs, offering an overview of how the K–3 materials support language development. This information is prominently featured at the beginning of the online document titled "Support for All Learners." The document underscores that the "Amplify Texas Elementary Literacy Program incorporates linguistic accommodations for EL students, encompassing appropriate communication, sequencing, and scaffolding of English language content aligned with students' varying levels of English language proficiency."
- The "Support for All Learners" document includes a detailed table delineating strategies outlined in the materials and their correlation to the ELPS (English Language Proficiency Standards). For instance, ELPS 2.B features strategy examples such as "Having students identify and provide oral rhyming words or words with alliteration." The document advises when to implement these strategies, such as during oral warm-ups, with existing ESL lesson support, or during small group interventions. Each strategy is further elucidated in a sample routine structured into four components: introduction, modeling, examples, and practice.

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

- The materials provide teacher guidance to support bilingual students in developing academic vocabulary, enhancing comprehension, building background knowledge, and fostering cross-linguistic connections. The Teacher Guide incorporates support for emergent bilingual students tailored to their proficiency levels alongside tips for reinforcing foundational skills. For example, in Unit 5, Lesson 1, the guidance suggests, "Before reading the Sound Riddles, introduce pictures that provide clues to the riddle answers. Show colored objects, say 'blue' as you display the blue object, and have students repeat. Repeat with 'brown' and other objects like the ball and bird, ensuring students echo the words."
- The materials include a "Support for All Learners" document accessible online within program resources. This document outlines "Additional strategies that can be integrated into the Core Curriculum" to assist teachers in supporting bilingual students. Strategies encompass using visuals (such as photos and graphs) and realia (real-life objects like maps and menus) to connect with the new language, employing dual language texts and bilingual dictionaries to aid language acquisition and knowledge building, utilizing Total Physical Response (TPR) strategies to bolster language and vocabulary learning, and promoting biliteracy by encouraging students to engage in reading, speaking, and writing in their home language while completing academic tasks both in class and at home.

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

- The teacher's guide for grade K lessons includes notes on reminders to teachers on False Spanish Cognates. Unit 7, Lesson 9, lists *ten* and *romp* as false cognates that may confuse emergent bilingual students, as the meaning of the words in English does not transfer to the same meaning in Spanish.

Unit 8, Lesson 10, a sidebar note reminds teachers, "In Spanish, the 'll' spelling makes the /y/ sound. Emphasize that in English, 'll' is a team that makes the same sound as a single *l*'" as students learn that double-letter spellings provide the sound and letter name.

Phonics Rule Compliance

4.1	Explicit (Direct) and Systematic Phonics Instruction	9/9
4.1a	Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills.	4/4
4.1b	Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.	2/2
4.1c	Materials include practice of phonics skills both in isolation and through decodable texts.	2/2
4.1d	Materials include opportunities for cumulative review of previously taught skills.	1/1

The materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills. Materials provide explicit (direct) and intentional daily opportunities for practicing phonics (sound-symbol correspondence) and foundational skills. Materials incorporate practice of phonics skills both in isolation and through decodable texts. Materials include opportunities for cumulative review of previously taught skills.

Evidence includes, but is not limited to:

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

- The Welcome Letter in the teacher's guide explains the reason for the order of introduction for sound-symbol correspondence in the program by stating, "This program begins by teaching the most common, or least ambiguous, spelling for a sound (the basic code spelling). Later, it teaches spelling alternatives for sounds that can be spelled several ways. The system is kept simple at first, and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills."
- The grade K materials also provide sequenced phonics instruction, starting with prerequisite skills taught in Units 1 and 2. Unit 3 builds on these previously taught skills. The introduction to Unit 3 informs the teacher that each lesson will begin with a warm-up exercise, including practice with blending and sound-symbol correspondences. For example, in Unit 2, Lessons 1 and 2 start with syllable blending, move to syllable and sound blending in Lesson 3, and focus on sound blending only in Lessons 4–10.
- The grade K materials include systematic and sequenced instruction of phonics skills throughout the year. The letter-sound correspondence begins in Unit 3 with the spelling of /m/. After a week of instruction, /m/ becomes part of the warm-up for the following weeks. By Lesson 10 of Unit 3, all eight spellings taught in the unit are incorporated into the foundational skills warm-up for Units 10–14. Another example, in Unit 5, Lesson 6, students are introduced to the sound /w/. After completing activities to learn the sound, students move on to spelling. The spelling lesson includes an introduction to spelling, multiple teacher models, guided

practice with resources from the unit's activity book, and concludes with brief independent practice.

- The grade K lessons include systematic instruction within a lesson. For example, in Unit 4, Lesson 2, the teacher introduces the new sound /h/. Students repeat the sound several times and practice with words that begin with /h/. The lesson then proceeds to an activity where students guess words that start with /h/ based on given riddles. The activity concludes with students moving on to spelling /h/.

Materials include explicit (direct) and intentional daily opportunities for phonics (sound-symbol correspondence) and foundational skills.

- The materials include explicit and intentional phonics lessons with teacher-led instruction that clearly and explicitly teaches skills through concise explanations, modeling, practice, and feedback. For example, in grade K Unit 6, Lesson 2, the lesson on blending sounds states, "Point to the letters and have students say the sounds, not the letter names. Say the word sip and then break it into its three sounds: /s/ ... /i/ ... /p/. Repeat /s/ and ask students to find the spelling for /s/ on the pocket chart. Have a student identify the 's' card and place it in the middle of the pocket chart. Repeat for the remaining two sounds in the word. Model reading the word, letter-sound by letter-sound, to check for spelling accuracy. Tell students, "If that is sip, who can show me sap?"
- The materials provide daily opportunities for explicit phonics instruction and practice. For example, in grade K, each lesson begins with a phonological awareness warm-up, followed by phonics instruction and practice. Students apply new phonics knowledge and practice previously learned phonics skills daily.
- The materials offer specific guidance on the time spent on each lesson component (e.g., phonological awareness, phonics, reading connected text) with daily phonics practice. Each lesson plan includes a sequenced list of components and recommended time. In grade K, lessons range from 10–45 minutes. For example, Unit 6, Lesson 4 allocates 10 minutes for a warm-up on oral blending and sound/spelling review, 15 minutes for reviewing the tricky spelling -s as /s/ and /z/, and 15 minutes for independent practice.

Materials include practice of phonics skills both in isolation and through decodable texts.

- The materials include the practice of phonics skills in isolation. For example, in grade K, Unit 4, Lesson 6 introduces the sound and spelling for /v/ as separate components. After the teacher models the sound and spelling several times, students participate in guided practice using kinesthetic motions and letter cards to practice the sound. Another example in grade K, Unit 6, Lesson 3 begins by introducing /z/ spelled with tricky spelling s. After the teacher explicitly teaches the tricky spelling s and provides guided practice through an activity page, the teacher guides students through a pocket chaining activity in which students build the following words, including review sound-spelling patterns and the newly introduced tricky spelling 's':

Page **27** of **64**

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education Inc, *Amplify TX ELAR Skills*, English Phonics, Kindergarten

- The materials also include decodable texts to practice phonics, reading, and writing skills in context. In Unit 6, Lesson 5, students are expected to "use letter-sound relationships to decode, including VC and CVC words" while reading "Kit's Cats." The "Introduce the Story" section of the lesson plan guides teachers on what to stress during the read-aloud, including the uppercase letters 'K' and 'C' and the spelling 's' for the sound /z/.

Materials include opportunities for cumulative review of previously taught skills.

- The materials provide daily opportunities for cumulative review of previously taught phonics skills during the warm-up at the beginning of each lesson. The typical warm-up is a 10-minute review of skills, sounds, and spellings taught in previous units and lessons. Additional cumulative review opportunities, such as tricky word recognition, can be found in Unit 9, Lesson 3.
- For further cumulative review, the materials include "Pausing Points" at the end of each unit. Pausing Points are activities and additional support lessons that review the skills taught within the unit. Teachers can use these materials to supplement instruction or as tools for remediation. For example, a pausing point activity in Grade K, Unit 10 is a review for identifying the /ee/ and /ou/sounds in words. In the activity, directions for the teachers state, "Tell students you are going to read a story containing a number of examples of the /ee/ sound. The /ee/ sound can be at the beginning, in the middle, or at the end of a word. Ask students to touch their knees whenever they hear the /ee/ sound. Read the story sentence by sentence, making an effort to emphasize the /ee/ sound whenever it occurs." The activity repeats with a story for the /oe/ sound.

Phonics Rule Compliance

4.2	**Daily Instructional Sequence and Routines**	8/8
4.2a	[Daily lessons include explicit (direct) instruction with teacher modeling.](#)	**1/1**
4.2b	[Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.](#)	**3/3**
4.2c	[Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.](#)	**4/4**

The daily lessons include explicit instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback. Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

Evidence includes, but is not limited to:

Daily lessons include explicit (direct) instruction with teacher modeling.

- The materials include daily lessons that feature explicit instruction and teacher modeling. Each lesson identifies the skills to be learned and provides precise directions. For example, in grade K, Unit 3, Lesson 2, the lesson on introducing the spelling of the sound /a/ begins with a section titled "Teacher Modeling," which includes, "Tell students you are going to show them how to draw a picture of the /a/ sound." The section continues by directing teachers to draw a lowercase *a* while providing letter formation directions, including, "Circle to the left. Short line down." The teacher repeats this process several times before inviting students to use their arms to draw a large letter *a* in the air.
- The lessons include specific and precise terms, phrasing, and statements that teachers can use daily during core instruction to model new phonics skills. For example, a lesson plan in grade K, Unit 4, instructs the teacher to explain to students that /z/ and /s/ sound very similar, so they are sister sounds. The teacher describes how both consonant sounds are made by placing the tip of the tongue on the bump behind the upper teeth and pushing air out. The lesson includes, "Both consonant sounds are made by placing the tip of the tongue on the bump behind the upper teeth and pushing air out. Tell students to place their fingers over their ears, palms on their cheeks, or their fingertips on their throats. Have students alternate between saying the /z/ sound and the /s/ sound, stretching each one out." Next, the teacher asks students if they can differentiate between the two sounds. Lesson plans clarify the difference by having the teacher explain that the /z/ sound is buzzier than /s/ because of the vibration in our mouths and throats.

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education Inc, *Amplify TX ELAR Skills*, English Phonics, Kindergarten

Daily lessons include opportunities for explicit (direct) guided instruction and immediate and corrective feedback.

- The materials include daily phonics lessons that offer opportunities for direct guided instruction. The formatted lesson plans incorporate specific terms, phrasing, and statements for teachers during core instruction to guide students' practice and application of new phonics skills. For example, in Unit 3, Lesson 8, the lesson plan instructs teachers to introduce the new sound /g/ to students and have them say it several times. Then, the teacher asks students to repeat words that begin with the /g/ sound, such as go, give, get, goat, and girl. The teacher guides students to repeat words that end with the /g/ sound. The activity ends with the teacher informing students that they are thinking of something that starts with the /g/ sound and will provide students with a hint.
- Daily lessons include opportunities for immediate feedback. In Unit 5, Lesson 1, students build CVC words through a chaining activity. The check for understanding instructs teachers to circulate the room, providing immediate and corrective feedback. The instructions state: "As students chain words, ask them to give a thumbs-up or thumbs-down if they agree with the spelling on the pocket chart. As you circulate through the room, carefully observe which students complete the chaining with minimal errors and which students may be struggling. It is important to provide immediate feedback when students make errors. If students are struggling, consider providing extra chaining practice in a small group setting."
- The lessons provide immediate feedback in the Support sections in the margin of the teacher guide. For instance, Unit 3, Lesson 1 offers the following feedback: "If students have trouble hearing a word's initial sound, say the word in a segmented fashion: /m/ . . . /a/ . . . /d/. Then repeat the word in its blended form: *mad*."

Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.

- The materials offer a variety of opportunities for students to practice daily in a collaborative setting. Lessons provide guidance for teachers on small-group or partner work in the differentiated instruction section of the plans. For example, the differentiated activity in Unit 5, Lesson 2, involves two groups. Small Group 2 works independently on an activity page; if they finish early, they can share their work with a partner. Meanwhile, Small Group 1 works with the teacher to practice blending.
- Lessons utilizing the decodable text encourage teachers to have students work in pairs. For instance, in grade K, Unit 9, Lesson 3, students practice reading words with double final consonants *ss* and *ff*. In this lesson, students are divided into two groups to read the assigned decodable text. Group 1, which benefits from immediate feedback and teacher support, reads with the teacher. Students in Group 2 have the opportunity to collaborate by partner reading the assigned decodable text.
- The materials also provide various opportunities for students to practice independently. Each unit includes a corresponding activity book for every student, and many lessons incorporate this activity book. For example, in Unit 5, Lesson 10, students independently practice sorting words. Another example of independent practice is in Unit 9, Lesson 5, where the teacher is

instructed to use the gradual release model. The directions for the Circle and Copy activity specifically state: "Continue demonstrating one or two more items until students are ready to work independently."

Phonics Rule Compliance

4.3	Ongoing Practice Opportunities	6/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	2/2
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	1/1
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	1/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	2/2

The materials include intentional cumulative review and practice activities throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate cumulative practice of phonics skills. Lessons include an instructional focus with opportunities for practice both in isolation and connected text.

Evidence includes, but is not limited to:

Materials include intentional cumulative review and practice activities throughout the curriculum.

- The materials provide intentional cumulative review and practice activities throughout the curriculum. In grade K, Unit 5, Lessons 1–4 introduce the sounds /b/,/l/,/r/, and /u/, along with their primary sounds. In Lesson 5, students engage in a pocket chart chaining activity with the teacher, building words using these four letters while reviewing previously learned sound-spellings. One word chain from the lesson progresses from the word *not* to *lap* with *not, nut, rut, rub, rib, rip, lip,* and *lap*.
- The materials include intentional cumulative review throughout the curriculum. Each lesson begins with a warm-up that allocates 5 to 10 minutes for review. For example, in Unit 7, Lesson 6, students review the sounds /ch/ as -*ch* and /sh/ as -*sh* and voiced and voiceless /th/ during guided practice with letter cards.
- Each unit in grade K includes dedicated time for reviewing the skills taught, referred to as Pausing Points. At the end of Unit 2, the Pausing Point recommends that teachers spend three days reviewing the material covered in the unit. In the Pausing Point lessons, the directions provide activities organized by unit objectives. These review lessons suggest that teachers recognize different students may need extra practice with various objectives and recommend focusing on specific exercises in small groups. The various objectives provide activities for students who need more help with blending syllables, oral blending, listening for beginning sounds, drawing shapes, recognizing parts of a row, and writing their names.

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

- The practice opportunities in the materials focus exclusively on phonics skills explicitly taught within the current or previous lessons. For example, in Unit 3, the teacher introduces the

sound /a/. The lesson begins with the teacher presenting the sound and distributing mirrors for the students to use. The directions state: "Tell students to use the mirrors to observe the shape of their mouths as they say the sound /a/. Ask students if their mouths are open or closed when they make this sound. (open) Ask students if they can identify the position of their tongue when they make this sound. (The tongue is low and at the front of the mouth.) Have students compare today's sound /a/ with yesterday's sound /m/. Ask students what differences they notice. (/a/ is made with an open mouth, /m/ is made with the lips pressed closed.)" The lesson continues with students practicing words that begin with the /a/ sound. The teacher conducts a quick formative assessment and provides feedback on the students' understanding of /a/ as an initial sound.

- Students apply the focus skill from the current lesson or skills from previous lessons during guided practice. For example, in Unit 10, students practice the sound-symbol correspondence for /ee/ taught in a prior lesson. The teacher reminds students of the new sound and spelling learned in the previous lesson, asks students to recall that sound, and then, once identified, the class repeats it together. Students then write the spelling in the air using their pointer fingers.

- Decodable texts in grade K incorporate only phonics skills that have been explicitly taught. At the end of each reader, a chart shows which sound-spelling patterns have been explicitly taught and appear in the decodable readers. The unit shows an example of this chart showing the sound-spelling patterns and tricky words that have been explicitly taught and appear in the reader. The chart includes vowel sounds and spellings /i/ as in skim, /e/ as in bed, and /a/ as in tap.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The materials guide which decodable texts should be used for cumulative practice after lessons. In grade K, the use of decodable texts begins in Unit 6. The first three decodable texts are teacher demonstrations, and students begin to read independently in Lesson 9. The decodable reader for Lesson 9 is *Kit's Hats*, which is used to practice decoding CVC words.

- The decodable texts include only the phonics skills and irregular high-frequency words that have been taught. For example, in Unit 8, the decodable text reviews the previously taught tricky words *a* and *the*. The following is an example from the text: *Sam and his dad sit and sit. Then, zap! Sam's dad gets a fish. The fish jumps. The fish twists and swims. Sam's dad tugs on the rod.*

- The student reader for Unit 8 includes a story titled *Stop that Bus!* The story only contains previously introduced high-frequency words and spelling patterns. The reader uses bold font to highlight the focus sound, the sound-spelling of -*ck,* and double consonants at the end of words.

Lessons include an instructional focus with opportunities for practice in isolation and connected text.

- The materials include lessons with an instructional focus and opportunities for isolated practice. At the beginning of each lesson, the teacher guide provides explicit instructions and practice with sound-spelling patterns, including words in isolation. For example, in Unit 7, Lesson 1, explicit instructions explain the consonant digraph -*ch*. The directions are as follows: "Tell students the new sound is /ch/. Have students say the /ch/ sound several times. Ask students to repeat a number of words with the /ch/ sound at the beginning: *cheap, chip, cherries, chill, chin*. Ask students to repeat a number of words with the /ch/ sound at the end: hitch, lunch, pinch, bench, finch." The lesson concludes with a quick formative assessment before moving on to the spelling of /ch/. The teacher instructs students to raise their hands when they hear /ch/ at the beginning of a word. Some example words include *pig, cheek, sun,* and *chase*.
- After explicit instruction on a sound-spelling pattern, students practice decoding words that include that sound-spelling pattern in connected text. For instance, in Unit 7, Lesson 1, after students have been explicitly taught the sound and spelling for /ch/, they practice decoding with four decodable phrases, including *big lunch, crab can pinch, man on bench*, and *munch* on chips. Students read the phrase, write the word, and create an illustration for each phrase.
- Unit 4 lesson introduction lists /n/ spelled -*n,* /h/ spelled -*h,* and /s/ spelled -*s*. The Teacher Guide also states, "The story is simple because this book is written with decodable text. In other words, every word in this book comprises only the letter-sound correspondences students have been explicitly taught, also found in the decodable text."

Phonics Rule Compliance

4.4	**Assessment**	**7/7**
4.4a	[Materials include a variety of assessment tools that are developmentally appropriate.](#)	**2/2**
4.4b	[Materials include clear, consistent directions for accurate administration of assessments.](#)	**2/2**
4.4c	[Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.](#)	**2/2**
4.4d	[Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.](#)	**1/1**

The materials include a variety of assessment tools that are developmentally appropriate. Materials include clear, consistent directions for accurate administration of assessments. Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

Evidence includes, but is not limited to:

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

- The materials include formative assessments in various formats to measure student learning and guide instructional decisions. For example, the grade K materials feature observation records for use during guided and independent practice. For example, in Unit 1, Lesson 9, teachers use the Anecdotal Skills Record to make notes about each student's ability to differentiate between sounds that are alike and different, as well as discrete sounds. The Oral Blending Observation Record allows teachers to track students' blending abilities and make notes. Additionally, an Oral Segmenting Observation Record and a Letter-Sounds Observation Record are available in the teacher resources.
- The materials also offer informal assessments that provide immediate feedback, enabling teachers to adjust their instructional approaches as needed. Various lessons include Quick Checks for Understanding. For instance, in Unit 3, Lesson 1, the Check for Understanding assesses students' ability to identify words beginning with /m/. The directions state, "As students close their eyes, check to see that they are raising their hands when you say a word that begins with the /m/ sound."
- The grade K materials include a cumulative end-of-year assessment in Unit 10. This assessment begins in Lesson 26 and is administered in five parts over three days. Part 1 assesses student word reading. In Lesson 27, Part 2 evaluates sound writing, while Part 3 assesses letter-sound knowledge. The assessment concludes in Lesson 28 with two optional parts: Part 4 assesses the ability to write lowercase letters, and Part 5 evaluates uppercase letter names. A class summary recording sheet is provided for each assessment, and an overview summary sheet is provided for individual student results.

Materials include clear, consistent directions for accurate administration of assessments.

- The materials include clear guidance to help teachers efficiently administer assessments. The assessment directions specify when to move to the next task and when to discontinue the assessment. In Unit 1, teachers administer a pretest for writing strokes in Lesson 6. In Unit 4, students take a reading student performance assessment in Lesson 11. Lessons include instructions for administering and scoring pretests.

- In Unit 4, Lesson 11, notes to the teacher provide important information for administering the reading assessment, which must be administered individually and consists of two parts. According to the note for Lesson 11, the lesson and the next four focus on reviewing and assessing Unit 4. The assessment has two parts. In Part I, all students participate in a whole-group activity where they circle one word per row as the teacher pronounces each one-syllable CVC word. After evaluating Part 1, the teacher identifies which students need to complete Part 2, which students take in Lesson 12. The lesson plan continues with explicit directions for test administration, including information about which Activity Page to distribute, what to display for the class during the test, and the directions to share with students.

- The materials include consistent directions for accurately administering assessments. Informative assessments for students' letter-sound knowledge begin in Unit 3, Lesson 2, and continue throughout the curriculum. The directions for assessing letter-sound knowledge state, "Call on a different student to say each letter-sound. Note students' performance in the Letter-Sounds Observation Record."

- Units include summative performance assessments in the final lessons. For example, in Unit 3, the summative performance assessment is given in two parts. In Lesson 11, the teacher administers Part I of the assessment to the whole class. The guidance provided states, "Part 1 is a whole group activity required of all students in this lesson. Students will circle ten words, one per row, as you pronounce each one-syllable CVC word. After scoring Part 1, you will determine which students must complete Part 2. In Part 2, which appears in Lesson 12, you will meet briefly with students who score 7 points or less on Part 1 individually to administer a ten-word reading assessment. The estimated time for each child is 2 to 4 minutes."

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

- The materials recommend embedded systematic observations of students' everyday activities and interactions to track progress and assess skills in authentic situations. The Assessment Guide states, "Some examples of assessment tools for progress monitoring include the Letter-Sounds Observation Record for Kindergarten." Other progress monitoring tools include the Oral Blending Observation Record and the Oral Segmenting Observation Record.

- The materials provide progress monitoring tools that accurately measure students' acquisition of grade-level phonics skills. Each unit includes a cumulative test in the final lessons to assess students' acquisition of the phonics skills taught within that unit. The materials include

an assessment recording sheet and an end-of-unit assessment analysis, both located in each teacher guide. Unit 10 contains Comprehensive Student Performance Assessments for grade K Units 1–10. For example, Units 26–28 include the cumulative Word Reading Assessment. This assessment is administered in 3 Parts, and the Advance Preparation gives teachers specific instructions for accurate administration, including the three parts of the assessment and the purpose of each. Part 1 consists of a Word Reading Assessment of decodable and Tricky Words. Part 2 assesses the spelling of spelling-sound correspondences, while Part 3 includes a Letter-Sounds Assessment.

- The materials include dictation practice activities beginning in Unit 4. For example, in Lesson 11, a Sound Dictation activity is given as an Exit Pass for progress monitoring. The teacher says a sound, and the student holding the large letter card that corresponds with that sound stands up. The whole class then traces the spelling for the sound in the air. Lastly, students print the letter on paper. The teacher is instructed to collect student papers to review and evaluate student performance.

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

- The materials recommend formally assessing students at least three times a school year: a grade K skills pretest in Unit 1, mid-year, and end-of-year assessments. Additionally, the materials embed assessment opportunities throughout the lessons to determine if students are progressing adequately with the instruction provided.
- According to the Assessment Guidance document in the online materials, each lesson includes one or more daily formative assessments. The document explains how these assessments determine "individual student and class mastery of identified TEKS-aligned primary focus objectives." Each lesson's overview identifies the daily formative assessments and includes various forms such as observations, anecdotal records, and exit passes.
- An example of a formative assessment aligned to progress monitoring occurs in grade K, Unit 9, Lesson 3. The teacher divides students into two groups, and the students take turns reading *Ann's Dress* to a partner. The teacher's instructions in the guide remind teachers to take notes on each student's reading ability and document it on the Anecdotal Reading Record.

Phonics Rule Compliance

4.5	**Progress Monitoring and Student Support**	6/6
4.5a	Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.	**1/1**
4.5b	Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.	**2/2**
4.5c	Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.	**2/2**
4.5d	Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.	**1/1**

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.

Evidence includes, but is not limited to:

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

- The materials include data-management tools for tracking student progress and making informed instructional decisions to accelerate learning. In grade K, Observation Recording Sheets are provided to track student performance in oral blending, segmenting, and letter-sounds.
- Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. For example, Unit 4 includes an additional example of a data-management tool. In Lessons 11 and 12, students complete a performance assessment over several days. This assessment has two parts: Part 1, given in Lesson 11, is required for all students. Part 2, administered in Lesson 12, is for students who scored 7 or fewer points on Part 1. The guidance suggests recording the results on the Unit 4 Assessment Record Sheet provided in the Teacher Resources section at the end of the Teacher Guide.

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

- The materials include data-management tools for tracking whole-class student progress, helping teachers analyze patterns and address student needs. These tools are located at the

back of the Teacher Guide for each unit. For example, grade K, Unit 4 includes a Letter-Sounds Observation Record Sheet and a Unit 4 Assessment Record Sheet.

- Unit 6 provides additional data-management tools for tracking whole-class student progress in grade K. This unit includes a Dolch Word Assessment Record, a Fry Word Assessment Individual Record, an Oral Blending Observation Record, a Discussion Questions Observation Record, an Anecdotal Reading Record, and a Unit 6 Assessment Recording Sheet. These materials are also located in the Teacher Resources section at the end of the Teacher Guide.

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

- The materials provide specific guidance on determining the frequency of progress monitoring based on students' strengths and needs, as outlined in the Assessment Guidance document available in the online materials. The document recommends that Tier 1 students be monitored three times a year with an accuracy goal of 80%. Those who meet the goal stay in Tier 1, while students who do not move to Tier 2. Tier 2 students are monitored weekly with the same 80% accuracy goal. Students who meet this goal may stay in Tier 2 or return to Tier 1, but students who do not move to Tier 3. Tier 3 students are monitored 1–2 times weekly with an 80% accuracy goal. Students meeting this goal may move to Tier 2 or remain in Tier 3, while students who do not stay in Tier 3.
- In Lesson 17, the materials include an end-of-unit Student Performance Assessment that evaluates students' knowledge of letter names and rhymes using printed activity pages. It also includes a two-part assessment on reading words with consonant clusters. Part C, Part 1 requires all students to listen as the teacher pronounces ten one-syllable CVC, CCVC, or CVCC words and then circles the correct word on their activity page. If a student scores 7 or fewer points on Part 1, Part C, Part 2 involves individually assessing that student as they read a list of ten words.

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

- The Assessment Guidance document includes a chart outlining best practices for classroom progress monitoring planning and implementation. It recommends that all students receive Tier 1 grade-level instruction daily, with additional time allocated for Tier 2 (Targeted Intervention) or Tier 3 (Intensive Intervention) as needed. The chart specifies each tier's recommended group size, duration, weekly session frequency, and progress monitoring frequency.
- Additionally, the chart features a section titled "Next Steps," which guides what to do for students who do or do not meet the goal. For example, it suggests that students receiving Tier 2 instruction who meet the goal should either move to Tier 1 or continue in Tier 2. Students in Tier 2 who do not meet the goal should either remain in Tier 2 or move to Tier 3.

Foundational Skills

5.B.1	Oral Language Development	21/21
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)	8/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	4/4
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)	9/9

The 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). Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. Materials include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas.

Evidence includes, but is not limited to:

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 provide explicit instructional guidance on developing oral language and appropriate social communication through the lessons in Unit 1. For instance, in Lesson 1, students learn to distinguish left from right by practicing shaking hands. Lesson plans instruct the teacher to show how to shake hands and to model the action with one or more students. The teacher gives students the sentence stem, "Hello, (insert partner's name). We greet others by shaking their right hand. I'm using my right hand to shake your right hand." The lesson suggests, "If a student avoids physical contact, ask them to look directly at the other person instead of shaking hands."
- The materials include systematic, step-by-step lesson plans that guide teachers through oral language activities. While lessons present oral language and handwriting skills separately in Units 1 and 2, they are integrated starting in Unit 3 when students use handwriting skills to illustrate sounds. An example from Unit 2, Lesson 2, outlines a scripted lesson where the teacher models blending two-syllable words with hand motions. The lesson plans direct the teacher using words such as *hold*, *say, tell, practice*, and *complete*. For guided practice, the activity resembles *Duck, Duck, Goose,* allowing students to practice segmenting and blending. As the person who is "it" pats each student on the head, they say one syllable per head and then blend the word to tag a student. For example, "Cup (tap), Cake (tap), Cup (tap), Cake (tap), CUPCAKE (tap)!"
- The materials also include explicit and systematic instructional guidance on developing oracy through various methods. In Unit 4, Lesson 1, the sidebar of the lesson plan offers guidance on

teaching students the words *go* and *no* in relation to movement. The plan recommends that the teacher explain their connection to movement before breaking down these words. The teacher should then display an image of a green light, pronounce *go*, and invite students to repeat it. Next, the teacher should show a picture of a red light, explain that it signifies stop, and clarify that this image can be associated with the word *no*. The lesson plan advises the teacher to encourage students to repeat *no*. Finally, the teacher should reiterate by presenting the images again and stating, "Green means go; red means no."

Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)

- The materials provide opportunities for students to engage in social communication. For instance, in Unit 6, Lesson 1, the teacher introduces the word *flip* as a core vocabulary term for the lesson's text, offering both a definition and an example. The lesson plan then prompts students to "discuss situations when they may have seen someone do a flip." Similarly, in Lesson 2, the teacher introduces the word *hidden* and asks students to discuss if they have ever hidden or seen someone else hide.
- The materials facilitate academic communication for various purposes and audiences, including teachers, peers, and small groups. For example, in grade K, Unit 2, Lesson 4, the teacher introduces a game called Mixed-Up Monster to practice listening for beginning sounds. The Mixed-Up Monster points to an object and intentionally misidentifies it by changing the initial sound (e.g., saying "fesk" instead of "desk"). The teacher then asks students whether the Mixed-Up Monster pronounced the object's name correctly and has them correct the mistake. During the discussion, the teacher emphasizes the initial sounds and the errors the monster makes (e.g., "The monster said /f/ instead of /d/").
- Scripted lesson plans are included to provide students with opportunities to engage in communication for different purposes and audiences. In Unit 5, Lesson 5, the tricky word *blue* is introduced. The lesson instructs the teacher to "point to the word *blue* as you say the following sentence, 'My jeans are blue.' Ask students to turn and talk about something else that might be blue." Additionally, in Unit 7, Lesson 9, students answer discussion questions with a partner following a read-aloud. The lesson plan guides the teacher to "discuss the following questions as a class, referring to specific text in the story to help students answer. Encourage students to respond in a complete sentence incorporating the question stem in their answer."

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

- The materials include discussion questions, conversation starters, and guidelines for effective discussions. For instance, grade K materials feature conversation prompts and supports, such as sentence stems, to help students organize and share their thoughts. In Unit 1, Lesson 4, during an activity focused on listening to environmental sounds, students identify two instruments or objects that make noises while hidden from view. The materials suggest using

the sentence stem, "I heard a ..." to assist with student responses. To encourage students to expand on or build from other students' responses, the lesson plan advises providing the stem, "That noise was a...."

- The materials offer authentic opportunities for students to share information and ideas with their peers. For example, in Unit 9, Lesson 10, students are introduced to the tricky word *which*. After thoroughly modeling each phoneme, the plan instructs the teacher to give the following example: "Which flower do you like best?" Later in the lesson, students follow a turn-and-talk routine with their peers, asking questions they create that include the word *which*.

- The materials promote active listening during lessons and provide opportunities to build student oracy by responding to texts, answering questions, and sharing information and ideas with peers during direct instruction. In grade K, Unit 6, Lesson 16, students engage in structured discussions and share their thoughts with the class. Following the read-aloud *Fast Fred*, students respond orally to literal and inferential questions. The materials suggest providing sentence stems as needed, such as, "Fred gets milk on his...." For advanced students, the teacher is encouraged to have them expand on or build from other students' responses. One question in the lesson allows students to respond freely, asking, "What questions would you ask Kate if you could?"

Foundational Skills

5.C.1	Alphabet Knowledge (K only)	24/24
5.C.1a	Materials include a systematic sequence for introducing letter names and their corresponding sounds. (PR 2.A.1)	2/2
5.C.1b	Materials include guidance for the teacher 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)	6/6
5.C.1c	Materials include guidance for the teacher 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)	4/4
5.C.1d	Materials include a variety of activities and 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)	12/12

The materials include a systematic sequence for introducing letter names and their corresponding sounds. Materials include guidance for the teacher 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. Materials include guidance for the teacher to provide explicit (direct and systematic instruction for letter formation for the 26 letters of the alphabet (upper and lowercase). Materials include a variety of activities and 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.

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing letter names and their corresponding sounds.

- The materials systematically introduce letter-sounds and the symbols that represent each sound beginning in Unit 3. The sequence starts with the most common sounds: /m/, /a/, /t/, and /d/, followed by /o/, /c/, /g/, and /i/. This selection of five consonants and three vowel sounds allows students to quickly learn to use letters to build and read words. The materials introduce the final sounds—/w/, /j/, /y/, and /x/ in Unit 5.
- Materials include a systematic sequence for introducing letter names and their corresponding sounds. For example, in Unit 6, Lesson 1, the materials introduce letter names to support the introduction of digraphs and other multispelling units. The lesson plans explain that using letter names at this stage is crucial for understanding why some sounds are spelled with more than one letter.
- The materials introduce all letter names simultaneously using an alphabet strip with lowercase letters. After students review the letter names multiple times, they learn The Alphabet Song, which they repeat several times while the teacher points to each letter. Uppercase letters that resemble their lowercase counterparts are taught throughout Units 6–8, while the remaining uppercase letters are introduced in Unit 9.

Materials include guidance for the teacher 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 grade K materials provide scripted instructions for teaching each letter of the alphabet. These instructions include naming the letter, teaching its sound, and learning a keyword associated with it. For example, in Unit 6, Lesson 1, the script states, "Point to the first letter in *cat* and ask students what sound it represents. Then say, 'The name of this letter is *c*. The letter *c* represents the /k/ sound.' Repeat this process with the remaining letters in the word."

- The materials offer explicit guidance for using a lowercase alphabet strip to introduce letter names. The materials instruct teachers to point to the letters and explain that these are all the letters of the English alphabet, arranged in alphabetical order. As the teacher points to each letter, they should say the letter's name and have students repeat it. This process is repeated at least once more to reinforce learning. To help students achieve automaticity in identifying the 26 lowercase letters, the lesson plan suggests using The Alphabet Song. Teachers sing the song slowly, pointing to each letter while singing its name. Clear enunciation and hand-clapping are used to ensure students do not merge letter names, such as *elemenohpee*. For instance, the teacher sings "el, (clap), em, (clap), en, (clap), oh, (clap), pee, (clap)." The students then join in singing the song while the teacher points to each letter.

- The materials provide guidance for teachers to deliver direct and explicit instruction on the 26 uppercase letters of the alphabet and their corresponding sounds, starting in Unit 9. By this point in the program, all lowercase letters and their sounds have been introduced, allowing for a quicker introduction of uppercase letters in alphabetical order, with 4 to 5 letters covered per lesson. For example, in Lesson 1, the materials instruct teachers to inform students that they will be learning about uppercase letters in the upcoming lessons. They should explain that each letter in the alphabet has two forms: the large form, known as the uppercase or capital letter, and the small form, known as the lowercase or small letter. Teachers should remind students that they have primarily been working with lowercase letters but have also encountered some uppercase letters, such as 'K' in Kit and 'S' in Sam. The lesson then introduces the uppercase letters A, B, C, D, and E.

Materials include guidance for the teacher 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 explicit guidance for teachers to systematically introduce letter-sounds and lowercase letter formation simultaneously. The first letter-sound, /m/, is introduced in Unit 3, Lesson 1. This lesson plan features scripted instructions for modeling how to draw a picture of the /m/ sound. The teacher begins by stating the objective, then describes their motions as they draw the image on the board. This process is repeated several times and concludes with the teacher repeating the /m/ sound.

- The materials provide specific and precise terms, phrasing, and statements that teachers can use during core instruction to model lowercase letter formation. For example, in grade K, Unit

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education Inc, *Amplify TX ELAR Skills*, English Phonics, Kindergarten

5, Lesson 8, the formation of the lowercase letter for the sound /y/ is explicitly taught through modeling and guided practice. The lesson instructs the teacher to describe their motions as they draw, using phrasing and statements like, start at the dotted line, then draw one diagonal line to the right and another diagonal line to the left, ending below the bottom line. The guided practice includes air modeling, with students mimicking the motions.

- Guidance for direct, explicit, and systematic instruction of uppercase letter formation begins in Unit 9. In Lesson 1, the teacher introduces uppercase letters by comparing *S* and *C* to their lowercase counterparts, *s* and *c*, pointing out their similarities. The lesson continues with the introduction of uppercase letters *A, B, C*, and *D*, highlighting that some uppercase letters have different shapes than their lowercase partners. The lesson includes steps for the teacher to model the letter formations and provide practice.

Materials include a variety of activities and 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 offer a range of activities and resources designed to build alphabet memory and integrate it into meaningful contexts of print. Within the ancillary components available online, teachers have access to both large and small letter cards for reviewing letters and their corresponding sounds, promoting automatic recognition. Additionally, sound cards and posters are provided for classroom display and review, aiding in the memorization of letter-sound associations. For instance, in Unit 6, Lesson 1, The Alphabet Song is introduced as a daily routine for reviewing letter names. Throughout Unit 6, lessons utilize large letter cards for targeted practice, with specific letters listed in the *Lesson At A Glance* section for focused review. During these activities, teachers prompt students to identify letter names and sounds by pointing to each letter on the cards.
- The materials include resources that contextualize alphabet knowledge within meaningful print. In Unit 6, Lesson 12, the story *Mumps* is used to illustrate that the spelling *s* can be pronounced as /z/. This story also introduces uppercase letters *M* and *K*, integrating letter recognition within narrative context.
- The materials further support alphabet knowledge practice in isolation in Unit 7, Lesson 7, with two additional activities. The first, *Letter Match*, challenges students to match letter cards with those displayed on a board, while the second, *I Spy*, involves providing clues to students who then identify and point to the correct letter. Clues may describe the physical features of the letters, such as shapes or lines, enhancing visual and auditory recognition skills.

Foundational Skills

5.C.2	Letter-Sound Correspondence	18/18
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)](#)	4/4
5.C.2b	[Materials include guidance for the teacher 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)](#)	2/2
5.C.2c	[Materials include 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 one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S)](#)	12/12

The materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding. Materials include guidance for the teacher 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. Materials include 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 one syllable in isolation and decodable connected text.

Evidence includes, but is not limited to:

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 a scope and sequence that begins with letters most useful for decoding and encoding. For example, in grade K, Unit 3, the materials introduce the letters *m, a, t*, and *d* first. With these letters, students can decode and encode CV and CVC words such as *at, mat,* and *mad*. The letter-sounds are initially presented with their most common spellings, while alternative spellings are introduced later, starting in Unit 5 with the spellings for the sound /k/ as *c* and *k*.
- The materials provide specific steps and terminology for teachers to use in each lesson to explicitly teach letter-sound relationships. In Unit 4, Lesson 2, the lesson plan includes guidance on teaching the sound /h/ and its spelling. The lesson begins by stating the objective, modeling the sound, and having students practice the sound in isolation and in words such as *hid, hop, hat, hut,* and *him*. The lesson then introduces the spelling for /h/, emphasizing to students that they will be drawing a picture for the sound /h/ and advising teachers not to say *aetch*. After guided practice with air drawing, students practice drawing pictures of the sound /h/ with an activity page.
- The materials introduce letter names in Unit 6 after students have mastered sound-symbol correspondence, as they are useful when introducing digraphs and other letter combinations. For instance, when explaining the *wh* spelling for /wh/ as in *when*, it is helpful to describe it as

consisting of a *w* followed by an *h*. Similarly, when discussing the *ff* spelling for /f/, it is advantageous to refer to it as consisting of two *f*s.

Materials include guidance for the teacher 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 provide explicit guidance for teachers to deliver direct instruction on connecting phonemes to letters within words, along with recommended support for common student errors. In Unit 3, Lesson 3, the teacher models blending sounds using pocket chart chaining, beginning with the word *mat*. The instructions state, "Have students join you in blending the sounds: /m/ . . . /a/ . . . /t/: mat," ensuring students use the blending motions from the Warm-Up. The lesson continues by guiding the removal of *m* to create *at*. For students struggling to hear or blend individual sounds, the materials suggest using mats and cubes from Unit 2 to provide tactile and visual support.
- The materials offer guidance for providing feedback. For instance, Unit 4, Lesson 12 includes a suggested progress monitoring activity for word reading. The guidance states, "If the student misreads a word, prompt them to try to read the word again, letting them know the first attempt was incorrect."
- The materials provide feedback for correcting students' errors during activities. In Unit 7, materials include a Bingo activity to support students who need more help reading and spelling consonant digraphs. The students read any word aloud to confirm if they are correct prior to covering the space. The materials direct the teacher to use the opportunity to address confusion when the students are incorrect. When the students are correct, the materials suggest asking the students, "How did you know that was...?"
- The online materials include a Corrective Feedback Planning Tool document. This document includes common issues students may encounter with phonological/phonemic awareness, letter-sound correspondences, and phonics/decoding, along with corrective feedback suggestions for each of these areas. One example from the document of scripted feedback for students who exhibit difficulty distinguishing between similar-sounding letters is the following sentence stem, "Let's review the difference between the sounds of ... and .... Can you identify which sound belongs to which letter?"

Materials include 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 one syllable and multisyllable words in isolation and decodable connected text. (PR 2.A & 2.A.3) (S)

- The materials offer a variety of activities and resources to help students develop, practice, and reinforce their understanding of letter-sound correspondence through cumulative review. Each unit includes an activity book and decodable readers with specific exercises for students. In Unit 3, for instance, students trace words like *mat*, while Unit 6 focuses on reinforcing sounds and tricky words, such as *I, /oo/, /s/,* and */z/*.

- The materials offer a range of activities and resources designed to help students develop, practice, and reinforce their understanding of letter-sound correspondence for decoding both one-syllable and multisyllable words. Each lesson in Unit 4 features an Additional Support section that provides teachers with various activities to review the skills taught. Examples of these activities include *Flip Your Lid* (Lesson 3), *Push and Say* (Lesson 1), and *Construction Time* (Lesson 4).

- The materials offer a range of activities and resources to help students develop, practice, and reinforce their understanding of letter-sound correspondence for decoding one-syllable and multisyllabic words, both in isolation and within connected text. In grade K, Unit 7, Lessons 1–5, students receive explicit instruction on the digraphs *sh, th, ch*, and *ng*, while Lesson 6 serves as a review of these letter-sound relationships. A notable teacher-led activity, *Spelling Hopscotch*, involves preparing letter cards shaped like flower petals, which feature specific consonants and digraphs, along with vowel circles at the center. The teacher demonstrates how to form a word using these cards and reads it aloud, after which students take turns creating and reading words themselves. Additionally, in Lesson 6, students engage in a chaining activity where they use chaining folders to collaboratively build and write words that include digraphs.

- Throughout the program, students also apply their understanding of letter-sound correspondence in decodable texts. For instance, in Unit 7, Lesson 11, students read the story *Seth's Dad* using previously learned digraphs. To introduce the story, the teacher compiles a chart of relevant words, highlights the digraphs, and reads the text aloud while students follow along. The story is read a second time with pauses to emphasize the digraphs. In Lesson 12, students have the option to read *Seth's Dad* in pairs or small groups based on their individual reading abilities.

Foundational Skills

5.D.1	Phonological Awareness (K–2)	12/12
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)	4/4
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)	2/2
5.D.1C	Materials include a variety of activities and 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)	6/6

The 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). Materials include explicit (direct) instruction for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. Materials include a variety of activities and 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).

Evidence includes, but is not limited to:

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 material's phonological awareness program builds foundational skills progressively through a series of focused units. In Unit 1, students begin by identifying spoken words within a sentence, laying the groundwork for more complex tasks. Unit 2 advances to recognizing and manipulating syllables in spoken words, including blending syllables and onsets with rimes. The progression continues in Unit 3, where students engage with alliteration and further syllable manipulation. Unit 4 reinforces alliteration and introduces more practice with onset-rime blending.
- In Unit 5 of the materials, students start identifying and producing rhymes while continuing to blend onsets and rimes. This emphasis on rhyming skills is extended in Unit 6, focusing solely

on identifying and producing rhymes. In Unit 7, the program revisits alliteration to strengthen this skill further. Unit 8 consolidates the ability to identify and produce rhymes, ensuring students have a robust phonological foundation.

- The program progresses to more complex skills toward the end. In Unit 9, teachers introduce an oral blending routine to help students learn to substitute syllables and reinforce their oral syllable awareness. In Lessons 7 and 11 of Unit 9, students practice substituting syllables in spoken compound words like "sailboat" and "tugboat." The kindergarten program concludes with Unit 10, where students continue to build upon their ability to segment two-syllable words. This unit helps to increase students' auditory attention spans as longer words are included in the lessons. The oral practice in Unit 10 also prepares students for transitioning into writing two-syllable words in grade 1

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 direct and explicit instruction for teaching phonological awareness skills. For instance, in grade K, Unit 2, Lesson 2, the teacher models blending two syllables to make a new word. The teacher demonstrates this process by holding out two fists, palms down, then saying the first syllable *cup* while opening the right hand and turning the palm upward, and saying the second syllable *cake* while opening the left hand and turning the palm upward. The teacher then claps and says the new word formed by blending the syllables *cupcake*. The materials also provide recommended support to prevent common errors and misconceptions. For this lesson, the materials note, "In this exercise, you will use your right hand first, then your left, so that from students' point of view, the motions will occur from left to right. The illustrations for this activity show your actions from the student's point of view. Encourage students to mirror your actions, using their left hand first, then their right." This modeling helps students understand that words are formed from left to right.
- In Unit 5, Lesson 1, the materials include direct and explicit instruction for teaching rhyming. Teachers explicitly explain rhyming words with a specific model that states, "Reread the first word pair and have students repeat the words aloud. (beach-peach) Point out that the only difference between these words is the beginning sound. Explain that because these words have the same ending sound /each/, they rhyme." Teachers repeat this process with other rhyming word pairs. The teacher then introduces a word pair that does not rhyme and provides explanatory feedback on words with different ending sounds. Students share words that rhyme with the given word *cab*.
- The online materials include the *Corrective Feedback Planning Tool* to assist teachers in providing targeted and meaningful corrective feedback. This tool offers a structured framework for identifying areas of improvement, delivering specific feedback, and supporting student learning outcomes, creating a focused and individualized approach to instruction. For example, the tool lists common issues students may encounter with phonological awareness, such as difficulty recognizing and manipulating sounds within words and challenges with rhyming, blending, or segmenting sounds. For students who have difficulty recognizing and

manipulating sounds, the tool provides guidance to frame feedback: "Remember to listen carefully to each sound in the word before putting them together."

Materials include a variety of activities and 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 specifically designed to help students develop, practice, and reinforce their understanding of phonological awareness skills. For example, lessons incorporate gestures, body movements, and other kinesthetic activities to help students visualize orally presented words and word parts. In Unit 3, Lesson 1, the materials depict the blending motions teachers should use during instruction each day. The steps involve touching one's shoulder, elbow, and wrist to represent each sound, then swiping from shoulder to wrist in one downward motion to illustrate the blending of sounds into one word. For two-syllable words, the materials suggest skipping the wrist after touching the elbow.

- The materials provide another kinesthetic demonstration for teaching and modeling oral segmenting, introduced in Unit 4. For words with two syllables, the teacher holds up their index and middle fingers and says the word, which the students then repeat. Next, the teacher models segmenting by wiggling their index finger while saying the first syllable and their middle finger while saying the second syllable. Students then practice this technique with other words provided in the lesson plans.

- Additionally, the materials offer resources such as games, rhymes, and manipulatives to reinforce students' phonological awareness skills. For instance, in Unit 6, Lesson 9, the materials suggest an activity titled *Give Me a Word* to reinforce rhyming skills. The activity involves using blocks or linking cubes. The teacher presents a word, such as *jig*, and students respond with a rhyming word, such as *pig*. If the students' word rhymes, they receive a block or manipulative to add to a collective structure that grows as the game continues.

Page **51** of **64**

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education Inc, *Amplify TX ELAR Skills*, English Phonics, Kindergarten

Foundational Skills

5.D.2	Phonemic Awareness (K–2)	13/13
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)	3/3
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)	2/2
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)	2/2
5.D.2d	Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S)	6/6

The 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. Materials include explicit (direct) instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. 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. Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

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 instructional materials initially introduce phonemic awareness at the most basic level, starting with the rhythmic elements of music and sound. Starting in Unit 1, teachers use environmental sounds (knocking, musical instruments, clapping, etc.) to help students identify, count, distinguish between, and sequence different sounds. This prerequisite skill building leads directly into segmenting and blending compound words into individual components, as shown in Unit 2, Lesson 2 (e.g., cup/cake; bed/room). Units 2 and 3 address phonemes blending. In Unit 4, lessons primarily address phoneme segmentation. The phonemic awareness activities show a progression of skills from less complex to more complex. After completing the prerequisite skills in Unit 1, students begin blending sounds in Unit 2. For example, in Unit 2, Lesson 4, the teacher instructs students to blend /f/ /u/ /n/ to form the word *fun*.

- The materials teach blending phonemes before moving on to manipulating phonemes. In Unit 5, Lesson 9, students practice substituting individual sounds in simple CVC words to create new words with the sound *x/*. Examples include practicing with words like *box*, *six*, *mix*, and *wax*. The 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.
- Unit 7 introduces phoneme segmentation. In Lesson 1, the teacher introduces the routine for *Oral Segmenting* with words that include four and five phonemes. As the materials state, "Working with four and five-sound words can be challenging. Therefore, the same words are used repeatedly in the Warm-Ups." Instruction on phoneme segmentation follows phoneme manipulation. The materials include a systematic sequence for introducing phonemic awareness activities that transitions to more complex manipulation practices such as adding, deleting, and substituting phonemes.

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

- The materials provide lesson plans that include specific and precise terms, phrasing, and statements for teachers to use during instruction. The Unit 3 Teacher Guide prompts the teacher to make direct statements to students, such as, "Have students close their eyes and listen carefully. Tell students to raise their hands when they hear a word beginning with the /a/ sound."
- The materials offer suggested supports for teachers to assist students who may struggle with content based on common errors and misconceptions within each lesson. For instance, in Unit 9, Lesson 7, the Teacher Guide provides specific feedback for teachers to help students blend and substitute syllables. The suggestion states, "For students struggling with blending words with six or seven sounds, break the words up into chunks (e.g., for butterfly, the student should blend /b/ /u/ /t/ /er/, then /f/ /l/ /ie/, before blending the whole word)."
- The online materials include the Corrective Feedback Planning Tool. This tool offers a structured framework for pinpointing areas needing improvement, delivering specific feedback, and tracking student progress over time. By implementing this tool, teachers can improve the quality of their feedback, support student learning outcomes, and create a more focused and individualized approach to instruction. The tool addresses common issues students may have with phonemic awareness, including identifying individual sounds in words and trouble with sound deletion or substitution. For example, when a student struggles with identifying individual sounds in words, the teacher may use the following prompt: "Remember to pay attention to each sound you hear in the word. Can you tell me what sounds you notice in...?"

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 integrate kinesthetic scaffold resources to connect phonemic awareness with the alphabetic principle. For example, in a grade K lesson on identifying and segmenting phonemes within words, the teacher uses a total physical response activity such as wiggling a finger. The student wiggles one finger at a time for each phoneme in a word while decoding one-syllable words like *cat*, *bat*, *bet*, and *Ben*.

- The materials provide specific and precise terms, phrasing, and statements that teachers can use during core instruction to connect phonemic awareness skills to the alphabetic principle. In Unit 8, Lesson 15, students count the number of phonemes in single-syllable, short-vowel words with consonant clusters, digraphs, and double-letter spellings using an activity page. The Teacher Guide provides teachers with specific statements to use in their instruction. The script reads, "Ask students to tell you the first sound in the first word. Ask students to identify the /sh/ spelling. Have students circle the spelling *sh*, following your example. Ask students how many sounds are in the word *shock*."

- The materials include guidance for connecting phonemic awareness skills to the alphabetic principle to support the transition from oral language activities to basic decoding and encoding. In Unit 10, Lesson 4, the teacher uses the gradual release model to teach spelling words with the /e/ and /ee/ sounds. The lesson plan includes a script for teachers to use, starting with framing the lesson. The teacher will explain that they will say a number of words for the students to write, some with the /e/ sound spelled *e* and others with the /ee/ sound spelled *ee*. The lesson moves into modeling, with the script instructing the teacher to "Say the word *seed*. Then segment the word, raising one finger for each sound: /s/ (raise thumb)... /ee/ (raise pointer finger) ... /d/ (raise middle finger)." The teacher then checks for understanding during guided practice, with students following along as the teacher writes the word *seed* and then completes the process with more words, such as *then*, *shelf*, *queen*, and *sheep*.

Materials include a variety of activities and resources for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR 2.A & 2.A.3) (S)

- The materials include activities to help students develop, practice, and reinforce their understanding of phonemic awareness skills. Lessons feature songs or stories that engage students in working with phonemes. For example, in Unit 4, the Teacher Guide suggests using the album *Alphabet Jam: Songs and Rhymes to Build Early Reading Skills* by Cathy Bollinger to reinforce letter-sound correspondence. Additionally, the materials include the decodable reader *Pet Fun* to review the letter-sound correspondences students have been explicitly taught.

- The materials also suggest and provide resources, including manipulatives, to practice and reinforce students' phonemic awareness skills. In Unit 5, Lesson 2, students practice segmenting words into sounds during the activity *Flip Your Lid*. In this activity, students are given a minimum of four bottle caps to represent phonemes. As the teacher says a word,

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education Inc, *Amplify TX ELAR Skills*, English Phonics, Kindergarten

students repeat the word in a segmented fashion, tossing one cap per sound into an empty soda bottle.

- A variety of activities are specifically designed to help students develop, practice, and reinforce their understanding of phonemic awareness skills. For example, lessons include gestures, body movements, and other kinesthetic activities to help students visualize blending and segmenting phonemes presented orally. Unit 7, Lesson 6 includes Spelling Hopscotch. In this activity, vowels (*a, i, o, e, u*) and consonant spellings (*ch, sh, th, p, s, m, r*) are arranged on the floor in a flower pattern, with a vowel in the center and consonants around the outside. Students hop on the petals and center while spelling real or silly words. As they hop on the letters (e.g., */ch/…/i/…/p/*), they say the sounds and blend them to form words (e.g., *chip*). While one student hops, the others write the spelling.

Foundational Skills

5.E.1	Sound-Spelling Patterns	16/16
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)	1/1
5.E.1b	Materials include guidance for the teacher to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)	1/1
5.E.1c	Materials include a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). (PR 2.A.1) (T)	6/6
5.E.1d	Materials provide a variety of activities and 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)	8/8

The materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. Materials provide guidance for the teacher to offer explicit (direct) instruction on these patterns. Materials offer a variety of activities and resources for students to develop, practice, and reinforce grade-level sound-spelling patterns through cumulative review. Materials include a variety of activities and resources to support students in decoding and encoding words that incorporate the 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).

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level sound-spelling patterns, as outlined in the TEKS. (PR 2.A.1)

- This program starts with teaching the most common or straightforward spellings for each sound (the basic code spelling) and gradually introduces alternative spellings for sounds with multiple representations. The approach is initially simple, gradually increasing in complexity as students build their confidence and proficiency in reading and writing. Units 1 and 2 focus on prerequisite skills. Unit 3 introduces students to eight sounds (/m/, /a/, /t/, /d/, /o/, /k/ > c, /g/, /i/) and practice blending these sounds into words, as well as forming the letters that represent these sounds. Unit 4 introduces eight new sounds (/n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/) while reinforcing previously learned letter-sound correspondences. Unit 5 adds eight new sounds (/b/, /l/, /r/, /u/, /w/, /j/, /y/, /x/) including a spelling alternative for /k/ (spelled *k*), along with continued practice of earlier correspondences. In Unit 6, students identify sound pictures by their letter names. Unit 7 focuses on reading and spelling consonant digraphs (/ch/, /sh/, /th/, /th/, /qu/, /ng/). Unit 8 introduces double-letter spellings for consonant sounds and reviews vowel sounds, digraphs, and other sounds and spellings. In Unit 9, students practice writing uppercase letters and read and spell words with previously taught sound/letter correspondences. Finally, Unit 10 introduces students to five new vowel sounds.

- The materials include lessons and activities that systematically teach phonics skills and concepts, progressing from simple to complex across the year. For example, in Unit 3, students blend and read printed VC and CVC words. This continues in Unit 4 with additional practice in blending and reading VC and CVC words. In Unit 5, students read and write simple VC and CVC words. Unit 6 introduces blending and reading words with consonant clusters of up to five sounds, as well as reading words with Tricky Spelling *s* pronounced */z/* and Tricky Words *I*, *are*, and *little*. In Unit 7, students read and spell consonant digraphs */ch/, /sh/, /th/, /th/, /qu/, /ng/*, read and spell words with consonant clusters, and read Tricky Words *down*, *out*, *of*. Unit 8 focuses on reading and spelling words with double-letter spellings and Tricky Words *funny*, *all*, *was*, *from*. Unit 9 reviews new and previously learned Tricky Words. Finally, in Unit 10, students read and spell words with long vowels and separated digraphs (CVCe).
- The lesson objectives align with the grade-level TEKS sound-spelling patterns. For example, grade K students begin learning to identify and match common sounds with their corresponding letters starting in Unit 3. Lessons integrate formative assessments throughout the units to evaluate students' ability to read and write the correct sound-spelling correspondences, including cumulative reviews.

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

- These materials offer consistent phonics instruction routines for each grade level aligned with the ELAR TEKS. For example, in grade K, each phonics lesson begins with a warm-up exercise consisting of two parts: practice with blending and practice with sound-symbol correspondences. After the warm-up, lessons introduce a new sound orally, followed by the most common spelling for that sound once students are familiar with it. Each lesson concludes with students practicing writing the picture of the sound, or spelling, on an activity page.
- The materials include specific and precise terms, phrasing, and statements for teachers to use during core instruction. When introducing the voiced sound /th/ in Unit 7, Lesson 5, the plans include explicit instructions and a script. For example, the plan instructs the teacher to "explain that /th/ and /th/ sound very similar—they are sister sounds." The lesson plan provides a description for support, telling students, "the /th/ sound is buzzier than the /th/ sound. It makes our mouths and throats vibrate."
- The materials provide teachers with important points to emphasize about grade-level sound-spelling patterns. For example, the Unit 8 Teacher Guide directs the teacher to point out that "digraphs are letter teams consisting of two letters that represent only a single sound." Additionally, Lesson 10 includes a note explaining why *ck* is considered a double-letter spelling: "In this program, *ck* is treated as a double-letter spelling because *c* and *k* stand for the same sound, /k/. The double-letter spellings usually follow short vowel sounds and are rarely used at the beginning of words."

Page **57** of **64**

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education Inc, *Amplify TX ELAR Skills*, English Phonics, Kindergarten

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

- The materials provide activity books for each unit, offering practice after each phonics lesson. The grade K activity books contain pages with activities such as letter naming, tracing, and matching to reinforce skills. For example, the Unit 4 activity book includes opportunities for students to trace, copy, and decode the letter *h* and the word *him*.
- The materials include various activities and resources for guided cumulative review. In grade K, students are introduced to the *Alphabet Song* in Unit 6, which then becomes part of the daily foundational skills instruction. Each day, the teacher refers to the lowercase alphabet strip, saying each letter's name, models the *Alphabet Song*, and has students repeat it. The teacher then writes a single-syllable word on the board, calling on different students to provide the sound and letter name for each letter in the word.
- The materials include activities and resources to help students review and practice sound-spelling pattern skills through cumulative review. Each unit includes a decodable reader that builds fluency as students' knowledge of sound-spelling patterns progresses. These readers contain several stories featuring previously taught spelling patterns and tricky words. For example, in Unit 8, the decodable reader includes *Sam and the Fish*, where the letter *e* in *the* is underlined to indicate that it is not decoded as /e/ as one might expect.

Materials provide a variety of activities and 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 opportunities for students to apply previously taught and recently introduced sound-spelling patterns. In Unit 6, Lesson 8, students spell one-syllable, short-vowel words with consonants and consonant clusters (CVC, CCVC, CVCC) during a dictation activity. For example, the teacher orally provides the word *let*, and students segment the word, raising one finger for each sound. The teacher notes there are three sounds and three lines on their activity sheet, guiding students to write the sounds for *let* on the lines. The process repeats with additional words.
- The materials provide activities and resources to decode and encode words in decodable connected text. For example, Unit 9 includes the decodable reader *Zack and Ann*. This reader is 100% decodable and can be used in various ways, with specific recommendations provided in each lesson of the Teacher Guide. The materials also include digital resources for the teacher to use when introducing the stories, such as images and core vocabulary. Each lesson includes an activity page for students to respond to questions and practice skills reinforced within the text, including both decoding and encoding.
- The materials include various multimodal activities and resources for guided and independent cumulative review throughout the school year. Each Teacher Guide includes Pausing Points at the end, recommended for use as extensions and remediation. Each activity focuses on a different skill, such as rhyming, blending, and letter-sounds. The online materials also include

Page **58** of **64**

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education Inc, *Amplify TX ELAR Skills*, English Phonics, Kindergarten

the Intervention Toolkit, which provides songs, games, and additional resources for teachers to reinforce skills taught.

Foundational Skills

5.E.2	Regular and Irregular High-Frequency Words	42/42
5.E.2a	Materials include a systematic sequence for introducing regular and irregular high-frequency words. (PR 2.A.1)	2/2
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1) (T)	4/4
5.E.2c	Materials include a variety of activities and 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)	24/24
5.E.2d	Materials include a variety of activities and resources (including the use of memory-building strategies) 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). (PR 2.A.1) (S)	12/12

The materials include a systematic sequence for introducing regular and irregular high-frequency words. Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. Materials include a variety of activities and resources for students to develop, practice, and reinforce skills to decode and encode regular and irregular high-frequency words (through cumulative review). Materials include a variety of activities and resources (including the use of memory-building strategies) 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).

Evidence includes, but is not limited to:

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

- The materials provide a systematic instructional sequence for introducing, encoding, and decoding regular and irregular high-frequency words. Grade K, Unit 3 is the first unit to introduce high-frequency words, with Lessons 13 and 14 covering the first set: *one, two,* and *three*. These words were chosen for their practicality, as students will encounter them in language arts texts, math, and reading directions. By the end of Unit 3, students should also be able to decode *at, did, it,* and *got*.
- The grade K materials ensure that more than half of Fry's Instant Words become fully decodable through letter-sound correspondences or explicitly taught Tricky Words. By the end of Unit 3, four of Fry's Instant Words are 100% decodable. By the end of Units 4, and 16, Instant Words are fully decodable: *can, an, and, not, in, on, man, him, had, if, its, get, end, men, sit,* and *set*. By the end of Unit 10, students will be able to decode and encode 129 high-frequency words, including 41 Tricky Words and 88 decodable words from the Fry Instant Word List.
- The materials introduce regular and irregular high-frequency words in smaller batches that follow common phonic or spelling patterns, allowing teachers to provide direct and explicit

instruction on a targeted group of words. In Unit 10, Lesson 1, students are introduced to words with the medial sound /ee/, such as *seed, feet, meat, team,* and *seat.* Later in Lesson 3, students encounter high-frequency words such as *he, she,* and *we* with the same /ee/ sound.

Materials include guidance for the teacher to provide explicit (direct) instruction for decoding and encoding regular and irregular high-frequency words. (PR 2.A.1) (T)

- The materials include a comprehensive overview for teachers at the unit or lesson level, offering background knowledge on decoding and encoding both regular and irregular high-frequency words. For instance, Appendix B in Unit 3 of the grade K materials provides guidance on Tricky Words versus sight words, explaining what makes a high-frequency word irregular or regular. This knowledge enables teachers to tailor their instruction to meet student needs effectively. The program clearly differentiates between Tricky Words and sight words, defining each term to ensure clarity during lessons as follows: A Tricky Word is a word that does not follow standard phonetic rules. It contains at least one part that cannot be read correctly through blending or cannot be spelled accurately using the code knowledge taught so far. In contrast, a sight word is a high-frequency word that students should encounter frequently and learn to read quickly. The key distinction is that a Tricky Word always includes an irregular element, whereas a sight word might not.

- The materials provide scripts and explicitly defined strategies for direct instruction in reading and spelling high-frequency words. For example, in Unit 3, Lesson 13, the teacher is directed to draw one dot and prompt students to identify it, encouraging them to say *one* aloud. The teacher then writes the numeral *1* and the word *one* next to the dot, explaining that both represent the number one. The lesson continues with writing the sound picture *o* and asking students what sound it makes (/o/), then clarifying that *one* is a Tricky Word because it does not follow usual phonetic rules.

- The materials emphasize important points about introducing irregular words, such as decoding the decodable parts and memorizing the irregular parts. For instance, in grade K, Unit 9, Lesson 2, the teacher is instructed to write the word *why* on the board, explaining that in *why*, the letters *wh* make the sound /w/, which is a tricky spelling not yet introduced to students. The teacher then underlines the letter *y* and explains that it makes the sound /ie/. Students practice encoding the word *why* on an activity page in the same lesson.

Materials include a variety of activities and 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 introduce and review Tricky Words to ensure mastery, with each lesson following a consistent routine. Before introducing new words, previously taught words are reviewed to reinforce learning. The lesson starts with the teacher reminding students that Tricky Words do not "play by the rules" and often contain tricky letters that are not pronounced as expected. The review of previously taught words is done using a digital component or a word wall. For instance, in Unit 4, Lesson 15, the Tricky Words *one, two, three,* and *the* are

reviewed before introducing *a*. After the new word is introduced, students practice decoding it within the provided picture reader and encoding it on an activity page.

- The materials offer various activities for students to practice and reinforce skills in decoding and encoding regular and irregular high-frequency words. In Unit 5, students review several Tricky Words, including *a, one, the, three,* and *two,* while new words like *blue, yellow,* and *look* are introduced. Three suggested activities for reviewing Tricky Words on a word wall include: *Say It Fast,* where the teacher randomly points to a word for the class to quickly read aloud; *I'm Thinking of a Word,* where a riddle is read aloud, and students respond with the correct word; and *What's the Tricky Word,* where a sentence is read aloud, and students identify the Tricky Word in the sentence and on the wall.
- The materials also include activities solely for the review of regular and irregular words. In Unit 9, Lesson 2, students review the Tricky Words taught up to that point through a game of BINGO. The materials provide cards for the teacher to read from and six different boards containing nine different words for students to read and cover. When students believe they have the correct word presented orally by the teacher, they read it aloud to confirm. If correct, the teacher asks how they know to reinforce learning; if incorrect, the teacher addresses the confusion to clarify understanding.

Materials include a variety of activities and resources (including the use of memory-building strategies) 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). (PR 2.A.1) (S)

- The materials include decodable texts for students to practice reading high-frequency words. Every word in each story comprises previously taught letter-sound correspondences or previously taught Tricky Words. For example, in Unit 4, the decodable reader *Pet Fun* features the Tricky Word throughout the text. These decodable texts ensure that students can practice their reading skills with familiar words and sounds, reinforcing their learning and boosting their confidence.
- The materials offer opportunities for students to practice decoding high-frequency and Tricky Words in phrases. In Unit 8, Lesson 10, students practice reading the Tricky Words *one, all, a,* and *from* during an activity called *Wiggle Cards*, which is featured in each unit beginning in Unit 3. During the activity, the teacher holds up a card for the students to read and act out. For example, phrase 9 says, "Dash up <u>a</u> hill," with the word underlined to signify that it is a Tricky Word. This engaging activity helps students reinforce their recognition and understanding of Tricky Words in a fun and interactive way.
- Each Tricky Word lesson in the materials provides an opportunity for students to review previously taught words and learn new ones in isolation. The materials suggest maintaining a word wall consisting of Tricky Words to help students read and learn them with automaticity. The word wall is referenced and utilized at the start of each lesson to expedite the review process. For instance, in Unit 9, Lesson 1, the teacher reviews seventeen previously taught words using the word wall before introducing *when* and *word.* The lesson concludes with students practicing spelling the words while working on their handwriting with an activity page.

Foundational Skills

5.E.3	**Decoding and Encoding One-Syllable or Multisyllabic Words**	12/12
5.E.3a	Materials include a systematic sequence for introducing grade-level syllable types and syllable division principles, as outlined in the TEKS. (PR 2.A.1)	**N/A**
5.E.3b	Materials include guidance for the teacher to provide explicit (direct) instruction for applying knowledge of syllable types and syllable division principles to decode and encode one-syllable or multisyllabic words. (PR 2.A.1) (T)	**N/A**
5.E.3c	Materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	**12/12**
5.E.3d	Materials include 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). (PR 2.A & 2.A.3) (S)	**N/A**

The materials include a variety of activities and resources for students to develop, practice and reinforce skills to decode and encode one-syllable or multisyllabic words (through cumulative review).

Evidence includes, but is not limited to:

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

- This guidance is not applicable to the grade level.

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

- This guidance is not applicable to the grade level.

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

- The materials include a variety of resources to develop, practice, and reinforce skills to decode and encode multisyllabic words. The grade K program includes activity pages that allow students the opportunity to practice and reinforce new and reviewed skills. For instance, In Unit 6, Lesson 6, the students use an activity page that includes sound boxes and

manipulatives such as cubes to complete a chaining activity titled Push and Say. During the activity, the teacher says one-syllable CVC and CCVC words such as *sip, slip, lip,* and *flip*. The students push an object into the boxes for each phoneme they hear, starting on the left. Students repeat the sound and then run their fingers under the boxes from left to right while blending the sound and saying the word.

- The materials include various resources students may use when developing, practicing, and reinforcing skills to decode and encode one-syllable words. In grade K, Unit 9, Lesson 8, students use Large Letter Cards while participating in a chaining activity. The primary objective of the activity is for students to successfully spell one-syllable, short-vowel words with double consonant spellings and the digraph. During the activity, the teacher is to tell the students to go to the front of the room if they are holding a card that contains a letter in the word *deck*. After the word has been spelled correctly, the teacher is to say, "If that is *deck*, show me *peck*." The activity continues until all the words in the first chain have been spelled correctly.

- The materials include opportunities for students to develop, practice and reinforce skills to decode and encode one-syllable words with various multimodal activities. In Unit 10, Lesson 17, the students will write the digraph spelling *o_e* as it represents the sound /oe/ in one-syllable words. The lesson begins with the students hearing the sound prior to the introduction of the spelling. After explicit and direct instruction, the teacher uses a digital component for the guided practice portion of the lesson while the students will practice decoding and ending words, including *home, stone, nose*, and *rose,* using an activity page.

Materials include 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). (PR 2.A & 2.A.3) (S)

- This guidance is not applicable to the grade level.