

# IMRA Review Cycle 2024 Report Summary

Publisher Name	Program Name
Amplify Education, Inc.	Amplify TX ELAR Skills, 1
Subject	Grade Level
English Phonics	Grade 1

**Texas Essential Knowledge and Skills (TEKS) Coverage:** **100%**  
**English Language Proficiency Standards (ELPS) Coverage:** **N/A**  
**Quality Review Overall Score:** **313 / 313**

## IMRA Reviewers

Flags for Suitability Noncompliance	Count of Flags Original	Count of Flags Updated
1. Prohibition on Common Core	0	0
2. Alignment with Public Education’s Constitutional Goal	0	0
3. Parental Rights and Responsibilities	0	0
4. Prohibition on Forced Political Activity	0	0
5. Protecting Children’s Innocence	0	0
6. Promoting Sexual Risk Avoidance	0	0
7. Compliance with the Children’s Internet Protection Act (CIPA)	0	0

Flags for Suitability Compliance	Count of Flags Original	Count of Flags Updated
Alignment with Public Education’s Constitutional Goal, 2.1.1	1	1
Promoting Sexual Risk Avoidance, 6.2	0	0

Factual Errors	Count of Errors Original	Count of Errors Updated
Count of Factual Errors from IMRA Reviewers	2	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	25	0

**Count of Publisher Submitted Changes** **5**

## Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	2

## All Feedback Items from IMRA Reviewers Remaining After Update

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The following index provides links to each suitability flag, factual errors, or feedback referenced on the IMRA Report Summary that remained after publishers submitted responses. If no outstanding items exist, then the category will list “None”.

### Flags for Suitability Noncompliance After Updates

- None

### Flags for Suitability Compliance After Updates

- [IMRA Reviewer Positive Suitability ID 000365](#)

### Factual Errors Remaining After Updates

- None

### Feedback Not Responded After Updates

- None

## All Feedback Items by Category

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### IMRA Reviewer Suitability Noncompliance

- None

### IMRA Reviewer Suitability Compliance

IMRA Reviewer Positive Suitability ID 000365

**Component:** Kate's Book (9798894040363)

**Suitability Indicator:** 2. Alignment with Public Education's Constitutional Goal

**Page Number(s):** p. 8-13

**Location:** In Grade 1, students encounter Americans pursuing different kinds of commerce within the free enterprise system. They read about different kinds of shops and businesses, including coin shops, street markets, and agriculture. Students are introduced to symbols of patriotism, such as saluting the American flag, free enterprise, and Patriotism.

**Link:** [https://dam.amplify.com/m/7fcb9fd12af0e404/original/ELAR\\_G1\\_U05\\_RDR\\_25.pdf?\\_gl=1\\*1b77kz4\\*\\_gcl\\_au\\*MTCzMDY5NTc5MC4xNzI0MTIyNzI0\\*\\_ga\\*MTg2MzUzNzg3OS4xNzE2MDU3MjY2\\*\\_ga\\_KB37BKPPF6\\*MTcyNDEyMjcyMy4xMTAuMS4xNzI0MTIyNzYwLjIzLjAuMA..](https://dam.amplify.com/m/7fcb9fd12af0e404/original/ELAR_G1_U05_RDR_25.pdf?_gl=1*1b77kz4*_gcl_au*MTCzMDY5NTc5MC4xNzI0MTIyNzI0*_ga*MTg2MzUzNzg3OS4xNzE2MDU3MjY2*_ga_KB37BKPPF6*MTcyNDEyMjcyMy4xMTAuMS4xNzI0MTIyNzYwLjIzLjAuMA..)

### IMRA Reviewer Factual Errors

- None

### IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 8387341

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 4 Teacher Guide (9798894040189)

**Reviewer Feedback:** The language in the TEKS is, "base" while the language in the lesson is, "root". Consider changing the language to match the standard.

**Page Number(s):** p. 104

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/2dbb745653049d8e/original/ELAR\\_G1\\_U04\\_TG\\_25.pdf](https://dam.amplify.com/m/2dbb745653049d8e/original/ELAR_G1_U04_TG_25.pdf)

**Publisher Response:** Accept

Full response details here. Thank you for your feedback. While we use the word "root" synonymously with "base" in the program, we understand that it may be confusing for teachers. Amplify will replace all instances of the word "root" with "base" when talking about words with prefixes or suffixes throughout the program. Below are the changes for Grade 1.

Grade 1

Skills Unit 4 Teacher Guide

Introduction, p. 2 (PDF p. 11) 5 mentions, p. 4 (PDF p. 13) 4 mentions

Lesson 8, p. 91 (PDF p. 100) 8 mentions

Lesson 9, p. 104 (PDF p. 113) 7 mentions

Lesson 10, p. 114-115 (PDF p. 123-124) 5 mentions

Lesson 11, p. 125 (PDF p. 134) 2 mentions

Lesson 13, p. 143-144 (PDF p. 152-153) 7 mentions

Lesson 14, p. 158-159 (PDF p. 167-168) 9 mentions

Lesson 16, p. 177 (PDF p. 186) 1 mention

Lesson 18, p. 196-197 (PDF p. 205-206) 5 mentions

Spelling Analysis Directions, p. 331 (PDF p. 240) 1 mention

Spelling Analysis Directions, p. 334 (PDF p. 343) 3 mentions

Appendix: Using Chunking to Decode Multisyllable Words, p. 427 (PDF p. 436) 2 mentions; p. 431 (PDF p. 440) 2 mentions

#### Skills Unit 4 Lesson Slides

Lesson 8 (PDF p. 193) 1 mention

#### Skills Unit 5 Teacher Guide

Table of Contents (PDF p. 4) 3 mentions

Introduction, p. 3-4 (PDF p. 10-11) 3 mentions

Introduction, Grammar, p. 6 (PDF p. 13) 1 mention

Lesson 1, p. 11-12 (PDF p. 18-19) 3 mentions; p. 13 (PDF p. 20) 2 mentions

Lesson 1, p. 16-18 (PDF p. 23-25) 18 mentions

Lesson 2, p. 25 (PDF p. 32) 1 mention; p. 27 (PDF p. 34) 1 mention; p. 34 (PDF p. 41) 1 mention

Lesson 3, p. 36 (PDF p. 43) 2 mentions; p. 37 (PDF p. 44) 1 mention; p. 42 (PDF p. 49) 2 mentions; p. 43 (PDF p. 50) 3 mentions

Lesson 4, p. 50 (PDF p. 57) 1 mention

Lesson 5, p. 58 (PDF p. 65) 2 mentions; p. 59 (PDF p. 66) 1 mention; p. 62 (PDF p. 69) 3 mentions; p. 63 (PDF p. 70) 3 mentions

Lesson 7, p. 80 (PDF p. 87) 1 mention; p. 87 (PDF p. 94) 1 mention

Lesson 11, p. 124 (PDF p. 131) 1 mention; p. 127 (PDF p. 134) 1 mention; p. 129 (PDF p. 136) 2 mentions

Lesson 12, p. 141 (PDF p. 148) 4 mentions

Lesson 13, p. 150 (PDF p. 157) 2 mentions

Lesson 19, p. 223 (PDF p. 230) 1 mention

Lesson 21, p. 242 (PDF p. 249) 1 mention; p. 247 (PDF p. 254) 1 mention

Lesson 22, p. 249 (PDF p. 256) 1 mention; p. 252 (PDF p. 259) 1 mention

Pausing Point, p. 274 (PDF p. 281) 2 mentions

Activity Book Answer Key

Appendix: Using Chunking to Decode Multisyllable Words, p. 389 (PDF p. 396) 2 mentions; p. 393 (PDF p. 400) 2 mentions

#### Skills Unit 5 Activity Book

Activity Page 1.1, p. 1 (PDF p. 6) 1 mention

Activity Page 3.1, p. 11 (PDF p. 16) 1 mention

Activity Page 5.2, p. 23 (PDF p. 28) 1 mention

Activity Page 11.1, p. 52 (PDF p. 57) 1 mention

Activity Page 12.1, p. 60 (PDF p. 65) 1 mention

Activity Page 22.2, p. 115 (PDF p. 120) 1 mention

#### Skills Unit 5 Lesson Slides

Lesson 1 (PDF p. 4) 1 mention

Lesson 1 (PDF p. 17) 1 mention

Lesson 3 (PDF p. 56) 1 mention

Lesson 5 (PDF p. 101) 1 mention

Lesson 11 (PDF p. 254) 1 mention

Lesson 22 (PDF p. 537) 1 mention

#### Skills Unit 6 Teacher Guide

Introduction, (PDF p. 7) 2 mentions

Lesson 11, p. 114 (PDF p. 121) 1 mention

Lesson 14, p. 143 (PDF p. 150) 2 mentions

Lesson 21, p. 212 (PDF p. 219) 4 mentions; p. 213 (PDF p. 220) 1 mention; p. 214 (PDF p. 221) 1 mention; p. 215 (PDF p. 222) 7 mentions; p. 217 (PDF p. 224) 1 mention; p. 219 (PDF p. 226) 1 mention

Pausing Point, p. 265 (PDF p. 272) 2 mentions,

Activity Book Answer Key

Appendix: Using Chunking to Decode Multisyllable Words, p. 422 (PDF p. 429) 2 mentions; p. 426 (PDF p. 433) 2 mentions

Skills Unit 6 Activity Book

Activity Page 11.1, p. 48 (PDF p. 53) 1 mention

Activity Page 21.1, p. 89-90 (PDF p. 94-95) 2 mentions

Skills Unit 6 Lesson Slides

Lesson 21 (PDF p. 435-456) 23 mentions

Skills Unit 7 Teacher Guide

Introduction, (PDF p. 5) 2 mentions

Lesson 8, p. 74 (PDF p. 81) 3 mentions; p. 75 (PDF p. 82) 3 mentions; p. 76 (PDF p. 83); p. 77 (PDF p. 84) 2 mentions; p. 78 (PDF p. 85) 6 mentions; p. 79 (PDF p. 86) 5 mentions; p. 81 (PDF p. 88) 1 mention; p. 83 (PDF p. 90) 11 mentions; p. 84 (PDF p. 91) 4 mentions

Activity Book Answer Key

Appendix: Using Chunking to Decode Multisyllable Words, p. 295 (PDF p. 302) 1 mention; p. 296 (PDF p. 303) 1 mention; p. 301 (PDF p. 308) 2 mentions

Unit 7 Activity Book

Activity Page 8.1, p. 29 (PDF p. 34) 1 mention

Unit 7 Digital Components

Digital Component 8.1, (PDF p. 11) 1 mention

Unit 7 Lesson Slides

Lesson 8 (PDF p. 161-206) 42 mentions

[IMRA Reviewer Feedback ID 8406696](#)

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 1 Teacher Guide (9798894040158)

**Reviewer Feedback:** When the tricky words come up in the lesson, the pages in the the introduction that explain the instruction of tricky words should be referenced so teachers know to go back there.

**Page Number(s):** p. 11-12

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/7a8e687a2430c70b/original/ELAR\\_G1\\_U01\\_TG\\_25.pdf](https://dam.amplify.com/m/7a8e687a2430c70b/original/ELAR_G1_U01_TG_25.pdf)

**Publisher Response:** Accept

Full response details here. Amplify will revise the Grade 1, Skills Unit 1 Teacher Guide to include page numbers in Lessons 3, 5, 11, 13, 14, and 15 referencing where teachers can locate additional information on Tricky Words in the Introduction on page 11.

Lesson 3, p. 47 (PDF p. 58) INSERT under "Tricky Word Review" add a second bullet: See page 11 of the Introduction for details on Tricky Word instruction.

Lesson 5, p. 71 (PDF p. 82) INSERT under "Note", before two bullets: See page 11 of the Introduction for details on Tricky Word instruction.

Lesson 11, p. 116 (PDF p. 127) INSERT under "Note", before three bullets: See page 11 of the Introduction for details on Tricky Word instruction.

Lesson 13, p. 138 (PDF p. 149) INSERT under "Tricky Word: All": See page 11 of the Introduction for details on Tricky Word instruction.

Lesson 14, p. 150 (PDF p. 161) INSERT under "Tricky Word: From" See page 11 of the Introduction for details on Tricky Word instruction.

Lesson 15, p. 161 (PDF p. 172) INSERT under "Tricky Words: Are, Were, Have (10 min.)" See page 11 of the Introduction for details on Tricky Word instruction.

#### IMRA Reviewer Feedback ID 8332031

**Component:** N/A (9798894040196)

**Reviewer Feedback:** Consider adding more words that contain consonant trigraphs to the list.

**Page Number(s):** p. 118-119

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/75350a19145e2a2e/original/ELAR\\_G1\\_U05\\_TG\\_25.pdf](https://dam.amplify.com/m/75350a19145e2a2e/original/ELAR_G1_U05_TG_25.pdf)

**Publisher Response:** Accept

Full response details here. Amplify will revise the Grade 1, Skills Unit 5 Teacher Guide to include more words with initial trigraphs.

Lesson 10, Advance Preparation (Foundational Skills, Word Baseball), p. 116 (PDF p. 123)

REPLACE 2. queen WITH 2. squid

REPLACE 3. ring WITH 3. spring

REPLACE 22. side WITH 22. stride

## IMRA Reviewer Feedback ID 8568546

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 5 Teacher Guide (9798894040196)

**Reviewer Feedback:** not the focus of the lesson- only 1 word and not mentioned in teacher instructions

**Page Number(s):** p. 118-119

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/75350a19145e2a2e/original/ELAR\\_G1\\_U05\\_TG\\_25.pdf](https://dam.amplify.com/m/75350a19145e2a2e/original/ELAR_G1_U05_TG_25.pdf)

**Publisher Response:** Accept

Full response details here. Amplify will revise the Grade 1, Skills Unit 5 Teacher Guide to include additional words with final consonant blends.

Lesson 10, Advance Preparation (Foundational Skills, Word Baseball), p. 116 (PDF p. 123)

REPLACE: 13. card WITH 13. bank

REPLACE: 14. cord WITH 14. cold

## IMRA Reviewer Feedback ID 8393761

**Component:** N/A (9798894040202)

**Reviewer Feedback:** Only 1 word (scrub). Would recommend adding more words with initial consonant trigraphs. It is good that there is a focus on these words being clusters and that the teacher puts them in their own category.

**Page Number(s):** p. 119

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/69185e13dc97caf8/original/ELAR\\_G1\\_U06\\_TG\\_25.pdf](https://dam.amplify.com/m/69185e13dc97caf8/original/ELAR_G1_U06_TG_25.pdf)

**Publisher Response:** Accept

Full response details here. Amplify will revise the Grade 1, Skills Unit 6 Teacher Guide to include additional initial trigraph word and review of trigraphs.

Lesson 11, Introduce Spelling Words, p. 119 (PDF p. 126) [INSERT after 4th bullet] Point to the words split and scrub. Explain that each word begins with three consonants that must be blended together, called a trigraph. Read the words and have students repeat each word after you.

[replace skipped with split in the Clusters column of the Spelling Word chart]

G1, Skills 6 Activity Book, Activity Page 11.4, p. 5 (PDF p. 10) REPLACE 5. skipped WITH 5. split

Lesson 15, Spelling Assessment, p. 153 (PDF p. 160) REPLACE 5. skipped WITH 5. split

G1, Skills Unit 6 TG, Teacher Resources, p. 307 (PDF p. 314) REPLACE skipped WITH split

G1, Skills Unit 6 TG, Activity Book Answer Key, p. 407 (PDF p. 414) REPLACE Activity Page 15.1 redux WITH Activity Page 15.1 redux that shows 5. split

G1, Skills Unit 6 Lesson Slides

Lesson 11, slide PDF p. 239 REPLACE skipped WITH split in the Clusters column of the chart



Lesson 11, slide PDF p. 242REPLACE image of Activity Page 11.4 redux on the clipboard WITH image of new version of Activity Page 11.4 that shows number 5 word is split

#### IMRA Reviewer Feedback ID 8397621

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 7 Teacher Guide (9798894040219)

**Reviewer Feedback:** The words included in this lesson are not all open syllables, just 'day.'

**Page Number(s):** p. 12-13

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/129813b33621bab8/original/ELAR\\_G1\\_U07\\_TG\\_25.pdf](https://dam.amplify.com/m/129813b33621bab8/original/ELAR_G1_U07_TG_25.pdf)

**Publisher Response:** Reject

Full response details here. Skills Unit 7 TG: Lesson 1: Foundational Skills: Spelling Alternatives for /ae/ (PDF p. 19-20) includes an initial introduction to open syllables with the /ae/ sound. Following this introduction, Lesson 1 provides more examples and student practice as follows:

Check for Understanding, p. 13 (PDF p. 20)

Spelling Tree for /ae/, p. 13 (PDF p. 20)

Practice with Spellings for /ae/ p. 14 (PDF p. 21)

Skills Unit 7 Activity Book, Activity Page 1.1, p. 1-2 (PDF p. 6-7)

#### IMRA Reviewer Feedback ID 8414701

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 4 Teacher Guide (9798894040189)

**Reviewer Feedback:** In order to align with the decoding piece of the TEKS, consider having the teacher state, "As you write the words read them aloud to yourself or your partner".

**Page Number(s):** p. 147-149

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/2dbb745653049d8e/original/ELAR\\_G1\\_U04\\_TG\\_25.pdf](https://dam.amplify.com/m/2dbb745653049d8e/original/ELAR_G1_U04_TG_25.pdf)

**Publisher Response:** Accept

Full response details here. Amplify will revise the Grade 1, Skills Unit 4 Teacher Guide to include directions asking students to read the words aloud or with a partner.

Lesson 13, p. 148 (PDF p. 157) INSERT after second bullet on the page: After students trace each word, ask them to read the word aloud to themselves or to a partner.

#### IMRA Reviewer Feedback ID 8569711

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 5 Teacher Guide (9798894040196)

**Reviewer Feedback:** not the focus of the lesson- only 1 word and not mentioned in teacher instructions

**Page Number(s):** p. 152-153

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/75350a19145e2a2e/original/ELAR\\_G1\\_U05\\_TG\\_25.pdf](https://dam.amplify.com/m/75350a19145e2a2e/original/ELAR_G1_U05_TG_25.pdf)

**Publisher Response: Accept**

Full response details here. Amplify will revise the Grade 1, Skills Unit 5 materials to include additional instruction around consonant blends.

Lesson 13, Fill In The Blanks, p. 152 (PDF p. 159) [INSERT bullet after second bullet] o Point to the word legend. Explain that the word ends with two consonants that must be blended together, called a consonant blend. Have student blend the last two letters of the word aloud (/n/, /d/) then read the whole word. Repeat this process with the word off.

**IMRA Reviewer Feedback ID 8296001**

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 1 Teacher Guide (9798894040158)

**Reviewer Feedback:** The only word that is being decoded is the one word on the individual code chart. It would be good to add a direction that teachers should guide students in coming up with a few more words that follow the same sound-spelling pattern to add, underlining the focus sound-spelling pattern.

**Page Number(s):** p. 157-158

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/7a8e687a2430c70b/original/ELAR\\_G1\\_U01\\_TG\\_25.pdf](https://dam.amplify.com/m/7a8e687a2430c70b/original/ELAR_G1_U01_TG_25.pdf)

**Publisher Response: Reject**

Full response details here. Students who successfully completed the Kindergarten program learned the most frequent or least ambiguous spelling for all of the single consonant sounds; consonant clusters, such as 'fl', 'br', and 'st'; consonant digraphs such as 'sh', 'ch', and 'th'; double-letter spellings such as 'ss', 'ff', and 'ck'; and at least one spelling for the short and long vowel sounds. Throughout the Grade 1 program, students continue to decode and encode words with consonant blends in foundational skills lessons and when reading connected text. The following citations highlight further student practice with consonant blends:

G1, Skills Unit 1 Teacher Guide

Lesson 15, Review Spellings, p. 158-159 (PDF p. 169-170)

Lesson 15, Pocket Chart Chaining for Spelling, p. 160-161 (PDF p. 171-172)

Lesson 15, Practice Reading Phrases, p. 163 (PDF p. 174)

Lesson 16, Pocket Chart Chaining for Reading, p. 173 (PDF p. 184)

Lesson 16, Large Card Chaining, p. 175 (PDF p. 186)

G1, Skills Unit 2 Teacher Guide:

Lesson 1, Introduce the Reader and Story (Preview Spellings), p. 17 (PDF p. 24)

Lesson 2, Teacher Chaining, p. 28-29 (PDF p. 35)

Lesson 4, Introduce the Story (Preview Spellings), p. 54-55 (PDF p. 61-62)

**IMRA Reviewer Feedback ID 8341921**

**Component:** N/A (9798894040202)

**Reviewer Feedback:** There is only 1 word with an initial consonant trigraph (shredded) and it isn't explicitly taught (or even reviewed or mentioned) in this lesson. Consider addressing the initial trigraph review to the teacher instructions and adding more words with initial trigraphs.

**Page Number(s):** p. 16-17

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/69185e13dc97caf8/original/ELAR\\_G1\\_U06\\_TG\\_25.pdf](https://dam.amplify.com/m/69185e13dc97caf8/original/ELAR_G1_U06_TG_25.pdf)

**Publisher Response:** Accept

Full response details here. Amplify will revise the Grade 1, Skills Unit 6 Teacher Guide to include an additional initial trigraph word and review of trigraphs.

Lesson 1, Introduce Spelling Words, p. 16 (PDF p. 23) [INSERT after 5th bullet] Point to the words strumming and shredded. Explain that each word begins with three consonants that must be blended together, called a trigraph. Read the words and have students repeat each word after you.

[replace swimming with strumming in the /m/ > 'mm' column of the Spelling Word chart]

G1, Skills 6 Activity Book, Activity Page 1.3, p. 5 (PDF p. 10) REPLACE 1. swimming WITH 1. strumming

Lesson 5, Spelling Assessment, p. 52 (PDF p. 59) REPLACE 5. swimming WITH 5. strumming

G1, Skills Unit 6 TG, Teacher Resources, p. 298 (PDF p. 305) REPLACE swimming WITH strumming

G1, Skills Unit 6 TG, Activity Book Answer Key, p. 400 (PDF p. 407) REPLACE Activity Page 5.1 redux WITH Activity Page 5.1 redux that shows 5. strumming

G1, Skills Unit 6 Lesson Slides Lesson 1, slide PDF p. 22, p. 26 REPLACE image of Activity Page 1.3 on the clipboard WITH an image of new version of Activity Page 1.3 that shows number 1 word is strumming

Lesson 1, slide PDF p. 23 REPLACE swimming WITH strumming in the /m/ > 'mm' column of the chart

#### IMRA Reviewer Feedback ID 8468546

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 4 Teacher Guide (9798894040189)

**Reviewer Feedback:** Consider adding more works with -er.

**Page Number(s):** p. 166

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/2dbb745653049d8e/original/ELAR\\_G1\\_U04\\_TG\\_25.pdf](https://dam.amplify.com/m/2dbb745653049d8e/original/ELAR_G1_U04_TG_25.pdf)

**Publisher Response:** Accept

Full response details here. Spelling Word lists for assessments in Grade 1 are limited to eight words, including a Tricky Word, to align with developmentally appropriate practices. At this grade level, students are still developing various cognitive and motor skills; their ability to focus, recall spelling patterns, and write clearly are still in the early stages of development. Amplify will revise the Grade 1, Skills Unit 7 Teacher Guide to include a bullet for the teacher to review words with closed syllables, if needed. Lesson 1, Introduce Spelling Words, p. 15 (PDF p. 22)

[INSERT before first bullet on page:] Remind students that some of the words have closed syllables, meaning that the syllable ends with a consonant sound and has a short vowel sound. Ask students which words have closed syllables.

(knitting, drinking, pitch, wrapper, hands) Unit 4, there are two words, zipper and perfume, in the /er/ > 'er' category, but an additional 'er' word, border, listed in the /or/ > 'or' category. Students also are assessed on 'er' words in Unit 5 (verb, herd, germ, trucker, offer), Unit 6 (hammer, winner, center), and Unit 7 (layer). In addition, students practice reading and spelling words with 'er' in foundational skills lessons, including:

G1, Skills Unit 4 TG: Lesson 2, Word Sort, p. 25 (PDF p. 34) Lesson 5, Practice /er/ > 'er' and /ar/ > 'ar', p. 61-62 (PDF p. 70-71) Lesson 6, Introduce Spelling Words, p. 71-72 (PDF p. 80-81)

#### IMRA Reviewer Feedback ID 8360811

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 1 Teacher Guide (9798894040158)

**Reviewer Feedback:** The SE is on decoding words with final consonant digraphs but the lesson also introduces /qu/which is only an initial consonant digraph. What is the rationale for introducing /qu/ in this lesson.

**Page Number(s):** p. 218-219

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/7a8e687a2430c70b/original/ELAR\\_G1\\_U01\\_TG\\_25.pdf](https://dam.amplify.com/m/7a8e687a2430c70b/original/ELAR_G1_U01_TG_25.pdf)

**Publisher Response:** Reject

Full response details here. Unit 1 of Grade 1 is a review of the sound spellings taught in Kindergarten. In the Kindergarten program, /qu/ and /ng/ are taught in separate lessons but in the same unit that introduces other consonant digraphs.

Students review additional final consonant digraphs in the following lessons in G1, Skills Unit 1, including /th/, /ch/, /sh/, /ng/, and /k/ > 'ck':

Lesson 17, Pocket Chart for Chaining, p. 185-186 (PDF p. 196-197)

Lesson 17, Additional Support, p. 188-189 (PDF p. 199-200)

Lesson 18, Pocket Chart Chaining for Reading, p. 199 (PDF p. 210)

Lesson 18, Practice Reading, p. 200 (PDF p. 211)

Lesson 18, Additional Support, p. 202 (PDF p. 213)

Lesson 23, Preview Spellings, p. 260 (PDF p. 271)

Lesson 23, Review /k/ > 'ck', p. 258-259 (PDF p. 269-270)

#### IMRA Reviewer Feedback ID 8343556

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 1 Teacher Guide (9798894040158)

**Reviewer Feedback:** Consider adding one or two more words with consonant trigraphs. Ex. change sigh to sight. Also, add notes for the teacher to highlight -ight is a consonant trigraph. The SE is on final consonant trigraphs and the practice has light and sigh. There need to be more focus and words on this concept. Ex. change sigh to sight. Also, add notes for the teacher to highlight -ight is a consonant trigraph.

**Page Number(s):** p. 23

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/7a8e687a2430c70b/original/ELAR\\_G1\\_U01\\_TG\\_25.pdf](https://dam.amplify.com/m/7a8e687a2430c70b/original/ELAR_G1_U01_TG_25.pdf)

**Publisher Response: Reject**

Full response details here. A consonant trigraph is made up of three letters that make a single consonant sound. The example listed in the comment is a vowel trigraph, where 'igh' makes one vowel sound, /ie/, which is the focus of the lesson. The suggestion to add a 't' to the end of the word sigh to make the word sight does not turn the 'ght' into a consonant trigraph because the sound /t/ is still articulated as a stand-alone consonant. Consonant trigraph /ch/ spelled 'tch' is covered in the following lessons in Skills Unit 5 Teacher Guide Lesson 6, Introduce Spelling Alternatives for /ch/, p. 70 (PDF p. 77) Lesson 6, Introduce the Story (Preview Spellings), p. 72 (PDF p. 79) Lesson 8, Introduce the Story (Preview Spellings), p. 96-97 (PDF p. 103-104) Lesson 10, Advance Preparation (Word Baseball), p. 116 (PDF p. 123) Lesson 10, Word Baseball, p. 118-119 (p. 125-126) Activity Book, Activity Page 6.1, p. 27 (PDF p. 32)

**IMRA Reviewer Feedback ID 8429701**

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 4 Teacher Guide (9798894040189)

**Reviewer Feedback:** The Tricky Words list includes 56 words not 'at least 100.'

**Page Number(s):** p. 318-320

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/2dbb745653049d8e/original/ELAR\\_G1\\_U04\\_TG\\_25.pdf](https://dam.amplify.com/m/2dbb745653049d8e/original/ELAR_G1_U04_TG_25.pdf)

**Publisher Response: Reject**

Full response details here. Our program contains more than 100 high-frequency words as required by the TEKS. In our program, we use the term "Tricky Words" which may introduce some confusion for teachers because "Tricky Words" as we define them, are a subset of the high-frequency words.

More specifically, here is our approach to high-frequency words and Tricky Words in our program. High-frequency words are an integral part of the learning to read process. Many high-frequency words, sometimes known as sight words, are regular and become decodable as students grasp letter-sound correspondences. By the end of Unit 10 in Kindergarten, students will have been taught 129 high-frequency words from the Fry Instant Word List, comprising 41 Tricky Words and 88 decodable words, and 116 high-frequency words from the Dolch Sight Word list, including 42 Tricky Words and 74 decodable words.

Tricky Words from Kindergarten are further reviewed and reinforced in Grade 1 Units 1 and 2, and new Tricky Words are introduced throughout the year. By the end of Grade 1, students can read 153 of the 220 Dolch Sight Words list, either because they are decodable or they have been taught as Tricky Words.

In this program, Tricky Words and high-frequency words are not synonymous, although there is some overlap between the terms. Tricky Words refer to words that deviate from standard spelling and/or pronunciation rules. On the other hand, a sight word is a high-frequency word that students are encouraged to recognize and read quickly through repeated exposure.

For more information on Tricky Words, sight words, and high-frequency words, please refer to G1, Skills Unit 1 Teacher Guide, Appendix A, p. 504-506 (PDF p. 515-517).

**IMRA Reviewer Feedback ID 8350486**

**Component:** N/A (9798894040325)

**Reviewer Feedback:** Where is initial consonant trigraph explicitly taught in this lesson? I see the word "splash" but there is no instruction on the initial consonant trigraph.

**Page Number(s):** p. 32-35

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/29872a1f1efb1bfa/original/ELAR\\_G1\\_U01\\_RDR\\_25.pdf](https://dam.amplify.com/m/29872a1f1efb1bfa/original/ELAR_G1_U01_RDR_25.pdf)

**Publisher Response:** Accept

Full response details here. Amplify will revise the Grade 1, Skills Unit 1 Teacher Guide to include review of initial trigraphs.

Lesson 23, Introduce the Story (Preview Spellings), p. 260 (PDF p. 271) [INSERT bullet after first bullet in the NOTE]

o Point to the word splash. Explain that the word begins with three consonants that must be blended together, called a trigraph. Have student blend the first three letters of the word aloud (/s/, /p/, /l/), then read the whole word.

#### IMRA Reviewer Feedback ID 8537491

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 4 Teacher Guide (9798894040189)

**Reviewer Feedback:** Consider adding more words that end in -ch.

**Page Number(s):** p. 343

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/2dbb745653049d8e/original/ELAR\\_G1\\_U04\\_TG\\_25.pdf](https://dam.amplify.com/m/2dbb745653049d8e/original/ELAR_G1_U04_TG_25.pdf)

**Publisher Response:** Accept

Full response details here. Amplify will revise the Grade 1, Skills Unit 4 Teacher Guide to include an additional word ending with 'ch' on the Dictation Assessment.

Lesson 25, Dictation Assessment, p. 272 (PDF p. 281) [Dictation Word Chart] REPLACE 6. pork WITH 6. porch

G1, Skills Unit 4 TG, Teacher Resources, p. 343 (PDF p. 352) REPLACE pork WITH porch

#### IMRA Reviewer Feedback ID 8426991

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 4 Teacher Guide (9798894040189)

**Reviewer Feedback:** The SE is focusing on final consonant digraphs and there are only 2 words that follow the pattern. Consider adding more words with this pattern.

**Page Number(s):** p. 346

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/2dbb745653049d8e/original/ELAR\\_G1\\_U04\\_TG\\_25.pdf](https://dam.amplify.com/m/2dbb745653049d8e/original/ELAR_G1_U04_TG_25.pdf)

**Publisher Response:** Reject

Full response details here. The Grade 1, Unit 4 Word Reading in Isolation Assessment includes four total words with final consonant digraphs. In addition to drumstick and sandwich, the assessment also includes words with final digraphs splash and ouch.

#### IMRA Reviewer Feedback ID 8397251

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 3 Teacher Guide (9798894040172)

**Reviewer Feedback:** The SE is on decoding words with initial consonant digraphs, the only words in the review are shone, stared, and plates. A suggestion is to add a teacher note or a bullet for the teacher to stop and teach these words in isolation.

**Page Number(s):** p. 40-41

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/444aa6e55f26b7d3/original/ELAR\\_G1\\_U03\\_TG\\_25.pdf](https://dam.amplify.com/m/444aa6e55f26b7d3/original/ELAR_G1_U03_TG_25.pdf)

**Publisher Response:** Accept

Full response details here. Amplify will revise the Grade 1, Skills Unit 3 Teacher Guide to provide explicit instruction on words with initial consonant digraphs and blends.

G1, Skills Unit 3 TG, Lesson 3, Introduce the Story (Preview Spellings), p. 40 (PDF p. 47)

[INSERT after o Review the following spellings and Tricky Words before reading today's story]

o Point to the words shone, stared, and plates. Tell students to look at the first two letters of each of the words and then blend them together aloud. (/sh/, /s/ /t/, /p/ /l/)

o Ask students if they hear any differences between the blended sounds. (Answers may vary but could include that the 'sh' in shone makes one sound, and the first two letters in stared and plates makes two separate sounds when you blend them together.)

o Remind students that when two consonants blend together to make one sound, it is called a digraph.

o Ask students if they can think of any other words that begin with a consonant digraph. (Answers may vary but should include words that start with 'ch,' 'sh,' or 'th'.)

#### IMRA Reviewer Feedback ID 8278686

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 5 Teacher Guide (9798894040196)

**Reviewer Feedback:** Since the teacher is modeling in this narrative citation and same lesson is also the activity citation, teacher direction should more explicitly state that the teacher will begin with a model (I do), then guide students (we do), and then release responsibility to students (you do).

**Page Number(s):** p. 40-41

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/75350a19145e2a2e/original/ELAR\\_G1\\_U05\\_TG\\_25.pdf](https://dam.amplify.com/m/75350a19145e2a2e/original/ELAR_G1_U05_TG_25.pdf)

**Publisher Response:** Accept

Full response details here. Amplify will revise the Grade 1, Skills Unit 5 Teacher Guide to include a more explicit gradual release model in Lesson 3. G1, Skills Unit 5 Teacher Guide, Lesson 3, Sister Sounds /p/ and /b/, p. 40-41 (PDF p. 47-48)REPLACE text in this segment WITH:  
o Tell students that today they are going to review the /b/ sound as in bat.  
o Say the /b/ sound aloud two or three times and then have students say the /b/sound with you several more times.  
o Ask students whether /b/ is a vowel sound or a consonant sound. (It is a consonant sound, made by closing the lips to obstruct the airflow.)  
o Remind students that they have also reviewed the /p/ sound. Say the /p/ sound aloud two or three times and then have students say the /p/sound with you several more times.  
o Ask students whether /p/ is a vowel sound or a consonant sound. (It is a consonant sound, made by closing the lips to obstruct the airflow.)  
o Remind students that /p/ and /b/ are very similar--they are sister sounds. The only difference between these sounds is their voicing: /p/ is voiceless, whereas /b/ makes the voice box vibrate. Tell students that they can

feel the difference by placing two fingers on their voice boxes. Demonstrate by putting your fingers on your voice box and articulating each of the sounds. Have students follow your model and articulate the two sounds a few more times with you. Ask students if they can feel the difference between the voiced /b/ and the voiceless /p/. o Write the number '1' on the board with the /p/ beside it. Then write the number '2' with /b/ beside it.o Tell students that it is their turn to listen to the sounds and decide whether the word you say aloud has either the /b/ or /p/ sound in it. If the word has /p/, they should hold up one finger. If they hear /b/ in the word, they should hold up two fingers. Remind students they can feel their voice boxes to hear the different sounds while they are making their decision. o Practice with the words pig and big. o Then, work through the words in the following box. o Have students continue to repeat each word to hear and feel the difference in articulation.

#### IMRA Reviewer Feedback ID 8540426

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 7 Teacher Guide (9798894040219)

**Reviewer Feedback:** Consider adding more words that end in -tch.

**Page Number(s):** p. 49

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/129813b33621bab8/original/ELAR\\_G1\\_U07\\_TG\\_25.pdf](https://dam.amplify.com/m/129813b33621bab8/original/ELAR_G1_U07_TG_25.pdf)

**Publisher Response:** Accept

Full response details here. Amplify will revise the Grade 1, Skills Unit 7 Teacher Guide to include an additional final trigraph word.

Lesson 1, Introduce Spelling Words, p. 14-15 (PDF p. 21-22) [DELETE knocked from word list] [ADD catch to /ch/ > 'tch' column]

G1, Skills 7 Activity Book, Activity Page 1.2, p. 3 (PDF p. 8) DELETE 2. knocked ADD 5. catch [Renumber word list]

Lesson 5, Spelling Assessment, p. 49 (PDF p. 56) REPLACE 3. knocked WITH 3. catch

G1, Skills Unit 7 TG, Teacher Resources, p. 226 (PDF p. 233) DELETE knocked from Column 3 ADD catch to Column 2 G1,

G1, Skills Unit 7 TG, Activity Book Answer Key, p. 279 (PDF p. 286) REPLACE Activity Page 5.1 redux WITH Activity Page 5.1 redux that shows 3.catch

Skills Unit 7 Lesson Slides

Lesson 1, slide PDF p. 20 REPLACE image of Activity Page 1.2 redux on clipboard WITH image of new version of Activity Page 1.2 redux that shows deletion of the word knocked and addition of the number 5. word catch

Lesson 1, slide PDF p. 21 DELETE knocked from the /n/ > 'kn' column of the chart ADD catch to /ch/ > 'tch' column of the chart after pitch

#### IMRA Reviewer Feedback ID 8488131

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 7 Teacher Guide (9798894040219)

**Reviewer Feedback:** The words in this activity focus on different skills than closed syllable. While some of the words are closed syllables, the focus is on /ae/, silent letter combinations, and /ch/ spelled tch

**Page Number(s):** p. 49



**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/129813b33621bab8/original/ELAR\\_G1\\_U07\\_TG\\_25.pdf](https://dam.amplify.com/m/129813b33621bab8/original/ELAR_G1_U07_TG_25.pdf)

**Publisher Response:** Accept

Full response details here. The spelling assessment in Lesson 5 is based on the word list from G1, Skills Unit 7, Lesson 1, Introduce Spelling Words, p. 14-15 (PDF p. 21-22). We will make the revision listed below to Lesson 1. Amplify will revise the Grade 1, Skills Unit 7 Teacher Guide to include a bullet for the teacher to review words with closed syllables, if needed.

Lesson 1, Introduce Spelling Words, p. 15 (PDF p. 22)

[INSERT before first bullet on page:] Remind students that some of the words have closed syllables, meaning that the syllable ends with a consonant sound and has a short vowel sound. Ask students which words have closed syllables. (knitting, drinking, pitch, wrapper, hands)

IMRA Reviewer Feedback ID 8355571

**Component:** N/A (9798894040196)

**Reviewer Feedback:** Initial consonant trigraph isn't explicitly taught or even mentioned in this lesson. There is just 1 word that contains an initial consonant trigraph but the instructions focus on the plural ending, not the initial consonant trigraph

**Page Number(s):** p. 71-73

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/75350a19145e2a2e/original/ELAR\\_G1\\_U05\\_TG\\_25.pdf](https://dam.amplify.com/m/75350a19145e2a2e/original/ELAR_G1_U05_TG_25.pdf)

**Publisher Response:** Accept

Full response details here. Amplify will revise the Grade 1, Skills Unit 5 Teacher Guide to include review of initial trigraphs.

Lesson 6, Introduce the Story (Preview Spellings), p. 72 (PDF p. 79)

REPLACE Point out that scratches is the plural form of scratch. Ask students if they remember why 'es' is added to the word scratch, instead of just 's'. (The plural of words ending in 'ch' is formed by adding 'es'.)

WITH Remind students that when there are two or three consonants at the beginning of the word, they need to blend them together. Have students blend the first three letters of the word scratches aloud. (/s/ /k/ /r/), then blend the whole word. Point out that scratches is the plural form of scratch. Ask students if they remember why 'es' is added to the word scratch instead of just 's'. (The plural of words ending in 'ch' is formed by adding 'es'.)

IMRA Reviewer Feedback ID 8371391

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 5 Teacher Guide (9798894040196)

**Reviewer Feedback:** This lesson is in additional support, so not all students will receive this lesson. Is explicit instruction included in a lesson?

**Page Number(s):** p. 76

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/75350a19145e2a2e/original/ELAR\\_G1\\_U05\\_TG\\_25.pdf](https://dam.amplify.com/m/75350a19145e2a2e/original/ELAR_G1_U05_TG_25.pdf)

**Publisher Response: Accept**

Full response details here. Students who successfully completed the Kindergarten program learned the most frequent or least ambiguous spelling for all of the single consonant sounds; consonant clusters, such as 'fl,' 'br,' and 'st'; consonant digraphs such as 'sh,' 'ch,' and 'th'; double-letter spellings such as 'ss,' 'ff,' and 'ck'; and at least one spelling for the short and long vowel sounds. Throughout the Grade 1 program, students continue to decode and encode words with consonant blends that the beginning and end of words.

The beginning-of-the-year Word Recognition assessment, administered in Lesson 6, includes many words with initial and final consonant blends, initial and final consonant digraphs, and double consonant spellings.

Amplify will revise the Grade 1, Skills Unit 1 Teacher Guide to include a more explicit review of consonant blends at the beginning and end of words, which are already being reviewed in this unit.

G1, Skills Unit 1 TG, Lesson 5, Large Card Chaining, p. 70 (PDF p. 81) [INSERT after o Continue this process until all of the words in the first chain have been spelled.]

o Have students look at the last word in the chain, stand. Ask them what is different about the beginning of the word from the other words in the chain. (Answers may vary but should include that the word starts with two consonants, or it starts with an 's' and a 't'.)

o Have students blend the consonant blend in stand aloud. (/s/ /t/)

[INSERT after o Have students trade cards and proceed to the next chain.]

o Stop when students have spelled the word fist. Tell students to read the word and ask them what is different about the end of the word from the other words in the chain so far. (Answers may vary but should include that the word ends with two consonants, or ends with an 's' and a 't'.)

o Have students blend the consonant blend in fist aloud. (/s/ /t/) o Repeat this process of final consonant blending with the words mist, mast, and vast. In addition, you may go back to the following words in the first chain for extra blending practice: hand, sand, stand.

**IMRA Reviewer Feedback ID 8483841**

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 7 Teacher Guide (9798894040219)

**Reviewer Feedback:** While there are some closed syllable words that students are learning to spell, the focus of the lesson is silent letter combinations and /ae/ and /ch/ as tch. Suggest to include a bullet point to review the closed syllable spelling if needed.

**Page Number(s):** p.14-15

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/129813b33621bab8/original/ELAR\\_G1\\_U07\\_TG\\_25.pdf](https://dam.amplify.com/m/129813b33621bab8/original/ELAR_G1_U07_TG_25.pdf)

**Publisher Response: Accept**

Full response details here. Amplify will revise the Grade 1, Skills Unit 7 Teacher Guide to include a bullet for the teacher to review words with closed syllables, if needed.

Lesson 1, Introduce Spelling Words, p. 15 (PDF p. 22)

[INSERT before first bullet on page:] Remind students that some of the words have closed syllables, meaning that the syllable ends with a consonant sound and has a short vowel sound. Ask students which words have closed syllables. (knitting, drinking, pitch, wrapper, hands)

## IMRA Reviewer Feedback ID 8369316

**Component:** Amplify ELAR Texas Skills, Grade 1 Unit 5 Teacher Guide (9798894040196)

**Reviewer Feedback:** The instruction is on /k/, not on initial consonant blends. Some of the words with /k/ include initial consonant blends, so include a review or explicit instruction on this.

**Page Number(s):** p.61-62

**Location:** N/A

**URL to Content:** [https://dam.amplify.com/m/75350a19145e2a2e/original/ELAR\\_G1\\_U05\\_TG\\_25.pdf](https://dam.amplify.com/m/75350a19145e2a2e/original/ELAR_G1_U05_TG_25.pdf)

**Publisher Response:** Accept

Full response details here. Amplify will revise the Grade 1, Skills Unit 5 Teacher Guide to provide a review of consonant blends.

G1, Skills Unit 5 Teacher Guide, Lesson 5, Foundational Skills: Spellings for /k/, p. 62 (PDF p. 69)

[INSERT after bullet 5]

o Show students the leaves for the words classroom, black, and crash. Remind them that each word starts with two consonants that have to be blended together. Have students blend the two consonants at the beginning of each word aloud. (/k/ /l/, /b/ /l/, /k/ /r/)

REPLACE o If time permits, ask several students if they can think of any other words with the /k/ sound. Write each word on a leaf, and then ask the student to place it on the correct branch. If students came up with any odd ducks, they can be copied onto the yellow, duck-shaped cards. WITH o If time permits, ask several students if they can think of any other words with the /k/ sound. Write each word on a leaf and then ask the student to place it on the correct branch. Remind students to think of words that begin with /k/ but also blend with another consonant, such as in the word crab. Add those additional words to the tree. If students came up with any odd ducks, they can be copied onto the yellow, duck-shaped cards.

## Publisher Submitted Changes

Change ID 9674931

**Component:** G1 Skills Unit 2 Activity Book (9798894040233)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Full response details here. Activity Book: p. 8 (PDF p. 13), p. 9-12 (PDF p. 14-17), p. 15-16 (PDF p. 20-21), p. 20 (PDF p. 25), p. 31-32 (PDF p. 36-37), p. 35-36 (PDF p. 40-41), p. 46 (PDF p. 51), p. 52 (PDF p. 57), p. 53-54 (PDF p. 58-59), p. 67-68 (PDF p. 72-73), p. 147-148 (PDF p. 152-153), p. 149-150 (PDF p. 154-155), p. 154 (PDF p. 159)

**Original URL:**

**Original Text:** Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to

benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

**Updated URL:** [N/A](#)

**Updated Text:**

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Change ID 9674926

**Component:** G1, Skills Unit 2 Big Book (9781639487219)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Full response details here. Cover (PDF p. 1), p. 1 (PDF p. 6), p. 3 (PDF p. 8), p. 5-7 (PDF p. 10-12), p. 8 (PDF p. 14), p. 10-11 (PDF p. 15-16), p. 13 (PDF p. 18), p. 14-15 (PDF p. 19-20), p. 17 (PDF p. 22), p. 19 (PDF p. 24), p. 21-25 (PDF p. 26-30), p. 27 (PDF p. 32), p. 29 (PDF p. 34), p. 30-35 (PDF p. 35-40), p. 37-39 (PDF p. 42-44), p. 41 (PDF p. 46), p. 43-45 (PDF p. 48-51), p. 47 (PDF p. 52), p. 49-55 (PDF p. 54-61), p. 57 (PDF p. 62), p. 59 (PDF p. 64), p. 61-65 (PDF p. 66-70), p. 67-69 (PDF p. 72-75), p. 71 (PDF p. 76), p. 73 (PDF p. 78), p. 75 (PDF p. 80), p. 77 (PDF p. 82), p. 79-81 (PDF p. 83-86), p. 83 (PDF p. 88), p. 85 (PDF p. 90), p. 87 (PDF p. 92), p. 89 (PDF p. 94), p. 91 (PDF p. 96), p. 93 (PDF p. 98), p. 95 (PDF p. 100), p. 97 (PDF p. 102), p. 99 (PDF p. 104), p. 100-101 (PDF p. 105-106), p. 103-105 (PDF p. 108-110)

**Original URL:**

**Original Text:** Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

**Updated URL:** [N/A](#)

**Updated Text:**

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

Change ID 9674946

**Component:** G1, Skills Unit 2 Lesson Slides (9798894046136)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Full response details here. Lesson Slides PDF p. 1, 21, 31, 61, 68, 69, 83, 97, 103, 115, 124, 136, 137, 140, 145, 156, 157, 167, 168, 178, 191, 192, 203, 214, 227, 232, 237, 248, 254, 255, 269, 273, 283, 312, 313, 320, 339, 342, 350, 355, 413, 425, 426, 429

**Original URL:**

**Original Text:** Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to

benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

**Updated URL:** [N/A](#)

**Updated Text:**

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

#### Change ID 9674921

**Component:** G1, Skills Unit 2 Reader (9798894040332)

**Change Type:** Editorial Change

**Current Page Number(s):** N/A

**Location:** Full response details here. Cover (PDF p. 1), p. 1 (PDF p. 6), p. 3 (PDF p. 8), p. 5-7 (PDF p. 10-12), p 8 (PDF p. 14), p. 10-11 (PDF p. 15-16), p. 13 (PDF p. 18), p. 14-15 (PDF p. 19-20), p, 17 (PDF p. 22), p. 19 (PDF p. 24), p.21-25 (PDF p. 26-30), p. 27 (PDF p. 32), p. 29 (PDF p. 34), p. 30-35 (PDF p. 35-40), p. 37-39 (PDF p. 42-44), p. 41 (PDF p. 46), p. 43-45 (PDF p. 48-51), p. 47 (PDF p. 52), p. 49-55 (PDF p. 54-61), p. 57 (PDF p. 62), p. 59 (PDF p. 64), p. 61-65 (PDF p. 66-70), p. 67-69 (PDF p. 72-75), p. 71 (PDF p. 76), p. 73 (PDF p. 78), p. 75 (PDF p. 80), p. 77 (PDF p. 82), p. 79-81 (PDF p. 83-86), p. 83 (PDF p. 88), p. 85 (PDF p. 90), p. 87 (PDF p. 92), p. 89 (PDF p. 94), p. 91 (PDF p. 96), p. 93 (PDF p. 98), p. 95 (PDF p. 100), p. 97 (PDF p. 102), p, 99 (PDF p. 104), p. 100-101 (PDF p. 105-106), p. 103-105 (PDF p. 108-110)

**Original URL:**

**Original Text:** Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

**Updated URL:** [N/A](#)

**Updated Text:**

Context: We will be submitting revised Gran illustrations Amplify Response: We have refreshed the illustrations in the Skills Reader Gran to be more realistic, textured, and colorful and we want Texas students to benefit from them. We have made these revisions in part based on Texas customer feedback received outside of the IMRA process.

#### Change ID 9701391

**Component:** G1, Skills Unit 1 Teacher Guide (9798894040158)

**Change Type:** New Content

**Current Page Number(s):** N/A

**Location:** This is new content that was submitted and approved during the Quality Review for indicator 5.B.1 (Oral Language Development).

**Original URL:**

**Original Text:** New Content

**Updated URL:** [N/A](#)

**Updated Text:**

Full details here.

**Public Alleged Factual Errors**

- None

**Public Suitability Flags**

- None

**Public Comments****Public Comment ID 9647086**

**Comment:** Reader 1st grade Reader On page 31 the book has a picture of the girl in bed with her mom. The book states, "Nate and I had a lot of fun. Then, Mom and I slept in a bed next to Nate's bed" This is inappropriate. Why are we introducing boyfriend and girlfriend relationships, embraced by the parent with them sleeping in the same room? This is in line with sexualizing children and teaching the next generation that this is normal. This is not normal for mom to pay for a ticket to go to a foreign country after meeting someone at camp. This looks like a girlfriend and boyfriend. They embrace on page 28. This will cause inappropriate discussion in the classroom and the teacher will be having to spend time on appropriate hugs and when you should be doing that with a boy. That is the parent's job and we should not be placing the teacher in the position to be parent or to address this because we inserted it into the curriculum. I am also not sure why there needs to be a bed scene for first graders. They fly across the world to see a friend she met at camp and then they sleep in the same room. Look at the mom's face in the picture. p. 31 What does that say to you as an adult? Furthermore, it introduces concepts and themes that are unnecessary to discuss with first graders. These pages need to be struck entirely from the books. In the instruction for specialization in reading I received in college, the idea behind the picture book is that the pictures are telling a message. This is not a picture book, but the pictures are telling a story. Why did the author choose these pictures as content in this book? Children and teachers alike in the foundational reading years spend time learning to comprehend and develop skills of comprehension through pictures. We were taught to see the deeper meaning and understanding of the pictures. This content in pictures are representing a message. In conclusion, this inappropriate content with relationships for first graders. As a minimum the bedroom scene and the hug scene need to be removed from the book. When reviewing the content of the oer the pictures and themes are global themes. This is the case in this book as well.

**Component:** N/A (N/A)

**Page Number(s):** N/A

**Location:** N/A

**URL to Content:** N/A

**Submitted By:** Francine Erickson, 78628

**Publisher Response:** Accept

Thank you for your feedback. This story is about two close friends who are 10 years old. They are not at all romantically involved. We will take your feedback into account as we make adjustments to the images.

**Public Comment ID 9647521**

**Comment:** I love! on page 105 Amplify it is highly recommended to meet with the first-grade team and to compare data for the purpose of homogeneous groups to be formed for the foundations/ phonics portion. I would like to see it go further and based upon the end of kindergarten reading assessments to group homogeneous group classrooms prior to the start of the year for first grade. Because we have refused to take this approach there has been an extra

burden on the teacher. More diversity of learning ability means there is more remediation instead of whole group opportunities to meet all children's needs. It slows all learners down. It slows down the curriculum. The saying... is not... no child left behind, but all children left behind. It makes the teacher planning and documentation increase to meet the needs of all the intervention groups. Intervention groups are four and five students. The 15 students left are additional planning to equip during intervention. There is a layering. More gathering of materials, more lessons, more documentation, more time analysis. This has had an unintended consequence. For example, speaking with a young adult who was placed in a classroom of differing levels in her elementary years, she was placed in the position to teach her peers. She felt like her education was not suitable and stated that she resented the other students. Instead of causing inclusion it caused resentment and lost learning outcomes. There was a study that was pushed out to teachers that said those struggling learners benefited from their peers teaching them. There was never a study that demonstrated to us the impact it had on those children who were above grade level on their educational outcomes of not being taught at their instructional level. You can see this lowering of educational outcomes demonstrated today in STAAR result data where there is such a small percentage of students that master reading outcomes. Educ. Code Section 4.002 Public Education Academic Goals To serve as a foundation for a well-balanced and appropriate education: GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language. By not using homogeneous placement in curating classrooms, we deny children the opportunity to reach exemplary performance. We are artificially closing the gap by squashing educational opportunity of all to be taught at their instructional level and pace. I applaud the first step towards this with the Gateway OER directions encouraging homogenous placement due to outcomes revealed in the learning assessments.

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**Submitted By:** Francine Erickson, 78628

**Publisher Response:** Accept without change

Thank you for your feedback. Your input is valuable to us, and we appreciate your engagement.