

IMRA Review Cycle 2024 Report Summary

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

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	0	0

Feedback	Count	Not Responded
Count of Feedback from IMRA Reviewers	6	0

Count of Publisher Submitted Changes **3**

Public Feedback

Alleged Factual Errors	0
Flags for Suitability	0
Public Comments	0

All Feedback Items from IMRA Reviewers Remaining After Update

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 000364](#)

Factual Errors Remaining After Updates

- None

Feedback Not Responded After Updates

- None

All Feedback Items by Category

IMRA Reviewer Suitability Noncompliance

- None

IMRA Reviewer Suitability Compliance

IMRA Reviewer Positive Suitability ID 000364

Component: Zack and Ann (9798894040134)

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

Page Number(s): p. 12-19

Location: In Grade K, students encounter Americans pursuing different kinds of commerce within the free enterprise system. They read about characters making purchases at clothing stores and earning income by driving a cab. In Zack and Ann, there's a story called Ann's Dress where students learn about the concept of Free Enterprise.

Link: https://dam.amplify.com/m/638efc55b625238f/original/ELAR_GK_U09_RDR_25.pdf?_gl=1*1vhwhh6*_gcl_au*MTczMDY5NTc5MC4xNzI0MTlyNzI0*_ga*MTg2MzUzNzg3OS4xNzE2MDU3MjY2*_ga_KB37BKPPF6*MTcyNDEyMjcyMy4xMTAuMC4xNzI0MTlyNzIzLjYwLjAuMA.

IMRA Reviewer Factual Errors

- None

IMRA Reviewer Feedback

IMRA Reviewer Feedback ID 9474296

Component: Amplify ELAR Texas Skills, Grade K Unit 3 Teacher Guide (9798891808775)

Reviewer Feedback: Consider adding the page number where the teacher will find the oral blending instruction in Appendix A p. 198

Page Number(s): p. 100

Location: N/A

URL to Content: https://dam.amplify.com/m/2feb55c89e300cd2/original/ELAR_GK_U03_TG_25.pdf

Publisher Response: Accept

Full response details here. Amplify will revise the Kindergarten, Skills Unit 3 Teacher Guide to include a page number in Lesson 10 referencing the Oral Blending routine found in Appendix A, page 198.

Lesson 10, p. 100 (PDF p. 107) REPLACE: Be sure to us

IMRA Reviewer Feedback ID 9474501

Component: Amplify ELAR Texas Skills, Grade K Unit 9 Teacher Guide (9798891808836)

Reviewer Feedback: Consider adding the page number where the teacher will find the instructions in the introduction (pg. 6)

Page Number(s): p. 117

Location: N/A

URL to Content: https://dam.amplify.com/m/e3a636ef90d6131/original/ELAR_GK_U09_TG_25.pdf

Publisher Response: Accept

Full response details here. Amplify will revise the Kindergarten, Skills Unit 9 Teacher Guide to include a page number in Lesson 7 and Lesson 11 to the Oral Blending routine found in the Introduction on page 6. Lesson 7, p. 75 (PDF p. 84)
REPLACE: Follow

IMRA Reviewer Feedback ID 8138966

Component: Amplify ELAR Texas Skills, Grade K Unit 8 Teacher Guide (9798891808829)

Reviewer Feedback: The activity on pg.187 states "Provide a copy of the Core Knowledge Diagnostic Assessment (located in Teacher Resources)." The materials should note that the teacher needs to reference pg.282-283 of the Teacher Resources for the Code Knowledge Diagnostic Assessment.

Page Number(s): p. 187

Location: N/A

URL to Content: https://dam.amplify.com/m/330fab95e969130/original/ELAR_GK_U08_TG_25.pdf

Publisher Response: Accept

Full response details here. Amplify will revise the Kindergarten, Skills Unit 8 Teacher Guide to include page numbers in Lesson 17 referencing where teachers can locate the Code Knowledge Diagnostic Assessment materials on pages 282 and 283.

Lesson 17, p

IMRA Reviewer Feedback ID 8118876

Component: Amplify ELAR Texas Skills, Grade K Unit 2 Teacher Guide (9798891808768)

Reviewer Feedback: There are only 2 bullet points about deleting a syllable and it isn't explained well. Appendix A is referenced but no page number is given. Teachers will not know where to go to find those directions and even in appendix A, the instructions aren't very clear.

Page Number(s): p. 21

Location: N/A

URL to Content: https://dam.amplify.com/m/2d4228126ae9535d/original/ELAR_GK_U02_TG_25.pdf

Publisher Response: Accept

Full response details here. Amplify will revise the Kindergarten, Skills Unit 2 Teacher Guide to include page numbers in Lesson 2 and Lesson 3 referencing where teachers can locate the Deleting Syllables routine found in Appendix A on page 163.

Lesson 2,

IMRA Reviewer Feedback ID 9474236

Component: Amplify ELAR Texas Skills, Grade K Unit 3 Teacher Guide (9798891808775)

Reviewer Feedback: Consider adding the page number where the teacher will find the routine in appendix A p. 198)

Page Number(s): p. 44

Location: N/A

URL to Content: https://dam.amplify.com/m/2feb55c89e300cd2/original/ELAR_GK_U03_TG_25.pdf

Publisher Response: Accept

Full response details here. Amplify will revise the Kindergarten, Skills Unit 3 Teacher Guide to include a page number in Lesson 4 referencing the Oral Blending routine found in Appendix A, page 198.

Lesson 4, p. 44 (PDF p. 51) REPLACE: Be sure to use bl

IMRA Reviewer Feedback ID 8090701

Component: Amplify ELAR Texas Skills, Grade K Unit 10 Teacher Guide (9798891808843)

Reviewer Feedback: This activity is in the additional support section of the lesson. Is this SE also located in a lesson so all teachers will teach it? If teachers don't do the additional support section, they wouldn't teach this lesson.

Page Number(s): p. 22

Location: N/A

URL to Content: https://dam.amplify.com/m/16c784bb3bf4d866/original/ELAR_GK_U10_TG_25.pdf

Publisher Response: Reject

Full response details here. Students are taught to orally segment two-syllable words in Unit 10 lessons cited below. All teachers will cover this standard during core lessons.

Kindergarten, Skills Unit 10 TG:

Lesson 1, Warm-Up, p. 14-15 (PDF p. 23-24) Le

Publisher Submitted Changes

- None

Public Alleged Factual Errors

- None

Public Suitability Flags

- None

Public Comments

Change ID 9756156

Component: N/A (0)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: N/A - No editorial change required

Original URL:

Original Text: N/A - No editorial change required

Updated URL: https://dam.amplify.com/m/21a3deb8a74e3321/original/ELAR_GK-3_Skills_September_SBOE_PublicCommentPublisherResponse.pdf

Updated Text:

Full response details here. In response to public testimony on 09/10/2024 presented by Francine Erickson, thank you for your feedback. "Amplify Skills did not have words in the Big Book until later units of GK unit 5 and did not introduce capitalization and punctuation at that point. We need to have print." Amplify response: Amplify Texas ELAR and SLAR Skills programs adhere to the Texas Essential Knowledge and Skills (TEKS) and align with the Science of Teaching Reading (STR) legislation. Amplify's K-3 Skills curriculum introduces print concepts systematically. Students are exposed to reading print in the Big Book, Readers, and in lessons daily. In Grade K, students begin by learning sounds and letter symbols in Unit 3, with the most frequent sound-spellings introduced first. Big Books, which are reproductions of student Readers, are used starting in Unit 4, allowing teachers to model print concepts such as word recognition and fluent reading. Once students have a solid foundation in the most common letter-sound correspondences, all the letter names are introduced in Unit 6. Additionally, capitalization and punctuation are introduced incrementally to align with students' developing understanding of letter-sound correspondences.

"Amplify has little phonics and does not use the classical 'This is the letter A. It says Ah-Ah.' Children being taught without visual words during instructional reading time will not be successful at reading. The program isolates children from getting that instructional time and artificially changes things to keep them from progressing."

Amplify response: Amplify follows a synthetic phonics approach grounded in the Science of Teaching Reading specified by Texas state law. Rather than starting with letter names (e.g., "This is the letter A. It says Ah"), Amplify begins with the sound itself (e.g., "This is the /m/ sound"). This approach emphasizes phonemic awareness and phonics by focusing on sounds and the symbols representing them before introducing the corresponding letter names. Students then learn to decode and blend sounds to form words, helping build foundational reading skills. As they progress in the school year, students engage in activities that strengthen their ability to manipulate sounds, understand letter-sound correspondences, and blend sounds into words. Amplify does not rely on multiple cueing strategies, which are prohibited under Texas state law. Instead, we ensure students can decode based on the sounds and spelling patterns they've been explicitly taught.

"There is no echo, reading, choral, reading, or independent reading during instructional time. That doesn't exist in the Amplify curriculum. Concerned about phonemic awareness. There's no reading inventory, testing of children's independent frustrational instructional levels, and leveling. "

Amplify response: We agree that exposure to print and the opportunity to read aloud are critical for developing literacy skills. With Amplify Texas literacy skills programs, students read grade-level decodable texts that directly align with the phonics instruction they receive, ensuring that the words they encounter are accessible based on the letter-sound correspondences taught. Echo reading, choral reading, and independent reading occur during these sessions to reinforce decoding and reading fluency.

"A globalist education and teaching Kings and Queens is inappropriate. It may have UK origins. We need content that does not make kids think about adult topics or traumatize them. ""How are we assessing using the reading assessment and QTI? Who Manages that? Everything is on a device."

Amplify response: Concerns raised about Kings and Queens and QTI are unrelated to Amplify products submitted for the 2024 Instructional Materials Review and Approval (IMRA) process. The Amplify Texas skills programs submitted as part of the 2024 IMRA process offer a broad range of stories that are relatable to students. For example, inspired by the illustrator's own experiences growing up on the farmlands in Pennsylvania, Pet Fun (Grade K, Unit 4) takes place on a farm. Zack and Ann (Grade K, Unit 9) feature family adventures set in Houston. Finally, in Green Fern Zoo (Grade 1, Unit 4), students encounter people and animals at a zoo.

"Amplify phonics pilot data from 2022 to 2024 is not too different from the trend of the state."

Amplify response: In our statewide analysis from 2021 to 2023, Amplify Texas ELAR/SLAR showed promising results. Through the CRIMSI pilot, which included over 70 districts, we tracked performance on STAAR for grades 3, 4, and 5. Using the metric "Approaching the State Standard (or above)," districts that implemented Amplify products made greater average gains than the state as a whole. Specifically, third-grade students grew 10 points from the 2021 to 2023 STAAR assessments, compared to a 9-point increase statewide. Further, when using the threshold of "Meeting

the State Standard," the percentage of third-graders in districts implementing Amplify grew by an average of 13 points, compared to a 12-point increase statewide. These results demonstrate the effectiveness of Amplify's materials in helping lower-performing districts make significant progress, even with the STAAR redesign.

Change ID 9756151

Component: N/A (0)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: N/A - No editorial change required

Original URL: https://dam.amplify.com/m/21a3deb8a74e3321/original/ELAR_GK-3_Skills_September_SBOE_PublicCommentPublisherResponse.pdf

Original Text: N/A - No editorial change required

Updated URL: [N/A](#)

Updated Text:

Full response details here. In response to public testimony on 09/10/2024 presented by Jackie Besinger, thank you for your feedback. "Amplify ELAR is not traditional phonics instruction." Amplify response: Amplify Texas K-3 ELAR Skills and K-2 SLAR Habilidades y Destrezas programs align 100% with the Texas Essential Knowledge and Skills (TEKS) framework, including standards related to phonics instruction. Both programs also earned perfect scores in the Quality Review evaluation process, underscoring the rigor of our materials. These programs are designed to meet Texas educational standards while promoting student success in reading.

Amplify's phonics instruction is grounded in decades of research on how students learn to read. It follows the principles of the Science of Teaching Reading mandated by Texas state law. The program prioritizes the explicit teaching of letter-sound correspondences through systematic phonemic awareness and phonics instruction, allowing students to decode text confidently. This approach is key to building a solid reading foundation in both English and Spanish.

"Amplify ELAR Skills oral blending decodable readers heavily rely on digital materials." Amplify response: The Amplify Texas ELAR and SLAR Skills are print-based programs. Our digital resources serve as supplementary tools to enhance engagement and provide additional support for teachers and students, but the core instruction remains firmly rooted in print materials.

"What is being pushed via TX Gateway OER is pushing religious views." Amplify response: The concerns raised about religious content do not pertain to our submitted materials. Amplify's literacy skills programs, including the supporting digital resources, do not include any religious views or instruction.

Change ID 9756161

Component: N/A (0)

Change Type: Editorial Change

Current Page Number(s): N/A

Location: N/A - No editorial change required

Original URL:

Original Text: N/A - No editorial change required

Updated URL: https://dam.amplify.com/m/21a3deb8a74e3321/original/ELAR_GK-3_Skills_September_SBOE_PublicCommentPublisherResponse.pdf

Updated Text:

In response to public testimony on 09/10/2024 presented by Madeline Steubing, thank you for your feedback.

"In Unit 6, Lesson 7. This is in the Teacher's manual, say, 'We are a democracy. Democracy typically means a form of government in which everyday people get to elect or vote for a leader that represents them.' And it says, 'the United States is in a democracy because citizens are able to vote.' "

Amplify response: Amplify appreciates the opportunity to provide clarifications. The specific content in question, which refers to the United States as a democracy and describes how citizens vote, is not part of Amplify's ELAR and SLAR skills product submissions for the 2024 IMRA review.