Publisher Name	Program Name
Amplify Education, Inc.	*Amplify SLAR Texas Habilidades y Destrezas*

Subject	Grade Level
Spanish Phonics	Kindergarten

Texas Essential Knowledge and Skills (TEKS) Coverage: **100%**

English Language Proficiency Standards (ELPS) Coverage: **N/A**

Quality Review Overall Score: **275 / 275**

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	52 / 52
2. Progress Monitoring	28 / 28
3. Supports for All Learners	30 / 30
4. Phonics Rule Compliance	36 / 36
5. Foundational Skills	129 / 129

Strengths

- 1.1 Course-Level Design: Materials include a scope and sequence outlining TEKS, suggested pacing, explanations for unit order, guidance for lesson internalization, and resources to support administrators and instructional coaches.
- 1.2 Unit-Level Design: Materials include comprehensive unit overviews with background content knowledge and academic vocabulary, along with family support suggestions in both Spanish and English.
- 1.3 Lesson-Level Design: Materials include comprehensive, structured lesson plans with daily objectives, questions, tasks, required materials, instructional

assessments, suggested timing, a list of necessary teacher and student materials, and guidance for extended practice.

- 2.1 Instructional Assessments: Materials include a variety of instructional assessments at the unit and lesson levels, with defined purposes, teacher guidance for consistent administration, alignment to TEKS and objectives, and standards-aligned items at varying levels of complexity.
- 2.2 Data Analysis and Progress Monitoring: Materials include instructional assessments with scoring guidance, provide strategies for responding to student performance trends, and offer tools for

students to track their own progress and growth.

- 3.1 Differentiation and Scaffolds: Materials include teacher guidance for differentiated instruction, scaffolded lessons for students below proficiency, pre-teaching supports for unfamiliar vocabulary, and enrichment activities for students who have demonstrated proficiency.
- 3.2 Instructional Methods: Materials include prompts and guidance for explicit modeling and communication of concepts, recommendations for effective lesson delivery using various instructional approaches, and support for multiple types of practice with guidance on implementation structures.
- 3.3 Support for Emergent Bilingual Students: Materials include implementation guidance for state-approved bilingual/ESL programs, embedded teacher support for developing academic vocabulary and comprehension, and opportunities for metalinguistic transfer in dual language immersion programs.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials include systematic, sequenced phonics instruction, daily opportunities for explicit practice, phonics skills practiced in isolation and through decodable texts, and cumulative review of previously taught skills.
- 4.2 Daily Instructional Sequence and Routines: Materials include daily lessons with explicit instruction and teacher modeling, opportunities for guided instruction with immediate corrective

feedback, and varied opportunities for collaborative learning and independent practice.

- 4.3 Ongoing Practice Opportunities: Materials include intentional cumulative review and practice activities, focusing on explicitly taught phonics skills, with decodable texts incorporating cumulative practice and opportunities for practice in both isolation and connected text.
- 4.4 Assessment: Materials include a variety of developmentally appropriate assessment tools with clear directions for accurate administration, progress monitoring tools that measure students' acquisition of grade-level phonics skills, and assessment opportunities aligned to these tools throughout the school year.
- 4.5 Progress Monitoring and Student Support: Materials include data-management tools for tracking individual and whole-class progress, with specific guidance on determining progress monitoring frequency and accelerating learning based on data to reach mastery of concepts.
- 5.B.1 Oral Language Development: Materials include explicit and systematic instructional guidance on developing oral language through various methods, opportunities for social and academic communication, and authentic opportunities in Spanish for active listening, discussion, and idea-sharing.
- 5.C.1 Alphabet Knowledge: Materials include a systematic sequence authentic to Spanish for introducing letter names and sounds, guidance for explicit instruction in

letter identification and formation, and a variety of activities in Spanish for practicing and reinforcing alphabet knowledge.

- 5.C.2 Letter-Sound Correspondence: Materials explicitly and systematically introduce letter-sound relationships in Spanish, provide guidance for explicit instruction with feedback on common errors, and offer a variety of activities to practice and reinforce decoding skills in both isolated and connected text.

- 5.D.1 Phonological Awareness: Materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities aligned with grade-level TEKS, provide explicit instruction with feedback on common errors, and offer a variety of activities to practice and reinforce these skills.

- 5.D.2 Phonemic Awareness: Materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities, provide explicit instruction with feedback on common errors, offer guidance on connecting phonemic awareness to the

alphabetic principle, and include a variety of activities to practice and reinforce these skills.

- 5.E.1 Sound-Spelling Patterns: Materials include a systematic sequence for introducing grade-level sound-spelling patterns, provide explicit instruction guidance, and offer a variety of activities in Spanish to develop, practice, and reinforce these patterns, supporting decoding and encoding both in isolation and connected text.

- 5.E.2 Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types: Materials include a systematic sequence for decoding and encoding multisyllabic words, provide explicit instruction guidance in Spanish on syllable division principles, and offer a variety of activities to practice and reinforce these skills in both isolation and connected text.

Challenges

- No challenges in this material

Summary

Amplify TX SLAR *Habilidades y Destrezas* is a K-2 Spanish phonics program. It presents a structured and comprehensive approach to teaching literacy and phonics by incorporating phonemic awareness, phonics, fluency, vocabulary, and comprehension across its units and lessons. The curriculum offers detailed daily instructional support in Spanish for teachers and students, sequences and routines that include modeling, guided practice, feedback, and reading and writing tasks. Moreover, the program provides online resources to enhance implementation for teachers, coaches, and administrators. Resources are available in both languages to promote family involvement, ensuring that all caregivers are informed about the student's progress.

Campus and district instructional leaders should consider the following:

- The product and lesson plans incorporate various structured activities, including phonics review, alphabet knowledge reinforcement, oral language development, guided and independent reading exercises, and writing connections. Authentic and culturally significant Spanish materials complement these activities.

- The program incorporates materials that facilitate thorough and structured phonics advancement for all learners. It offers differentiated instruction to enhance and supplement learning, along with prompt corrective feedback. Furthermore, the product establishes cross-linguistic connections catering to native Spanish speakers and those acquiring Spanish as a second language.

Intentional Instructional Design

1.1	Course-Level Design	14/14
1.1a	Materials include a scope and sequence outlining the TEKS, ELPS, concepts, and knowledge taught in the course.	4/4
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 TEKS, concepts, and knowledge taught in 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 include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include resources and guidance to support administrators and instructional coaches with 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 curriculum map that outlines the TEKS for each unit and explains the logical progression of the concepts across the units. In the teacher's guide, the unit overview explains how concepts connect and align over the course. For instance, the Unit 3 overview explains that the dictation routine starts in this unit. The learning outcomes include "*Escribir y reconocer el sonido de /l/, /d/, /n/, /f/, /t/, /rr/ and Representar los sonidos que pertenecen con las letras minúsculas y mayúsculas que les corresponden*." The TEKS addressed include K.2.A.i, K.2.A.ii, K.2.A.iii.
- In grade K, Unit 1 lesson guide, each lesson is structured to provide the teacher with an understanding of concepts and principles that align with the TEKS. The unit is divided into lessons, each building on the knowledge and skills acquired. For example, Lesson 1 "*Los estudiantes desarrollarán la comunicación social, presentándose a sí mismos y usando saludos comunes. TEKS K.1.E*" The materials provide lessons that target and include the TEKS.

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 that supports the effective implementation of nine units over 36 weeks of instruction. Each of the nine units in the "*Guía del Maestro*" includes lessons and activities for a full year of teaching. To illustrate, in the "*Guía del Maestro* 1, grade K, *Habilidades y Destrezas 1, Calendario de la Unidad 1*," there is a calendar of the lessons for the complete unit.
- The online resource titled "Adjusted Pathway Document" includes suggestions for adjusting various instructional calendars. For example, the document states that it is possible to "reduce/eliminate Pausing Point and/or assessment days or add additional support activities if needed."

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

- In grade K, the materials explain the rationale of unit order in the section called the *"*Program Level Resources (PLR)". The PLR includes the "Year-at-a-Glance" document, which outlines how the units connect throughout the course and provides the rationale for this connection. The following statement illustrates how the rationale is written: "*El sistema es simple al principio y se vuelve más complicado a medida que los estudiantes adquieren confianza y automatizan sus destrezas de lectura y escritura.*"
- The materials include unit overviews within the "*Guía del Maestro*", which explains how content connects with the past and the upcoming units. For instance, for Unit 1, the overview states, "*El objetivo es que, a lo largo de las nueve unidades de kindergarten, los estudiantes conozcan la estructura de las palabras por medio de una progresión sistemática de Habilidades y Destrezas que incluyen conciencia fonológica y fonémica, conceptos impresos, fonética y morfología.*" The *Guía del Maestro*, Unit 1 also includes a chart that shows how units recommend a sequence of lessons that considers the connections between the foundational skills lesson components, as shown on "*Guía del Maestro, Alcance y Secuencia*, Unidad 1, *Lección* 1, *Conciencia fonológica: Los estudiantes identificarán sonidos ambientales llevando cuenta de la cantidad de sonidos ambientales escuchados e identificarán si son iguales o diferentes. Fonética y lectura: Distinguir la izquierda/derecha. Gramática y lenguaje: Seguir indicaciones. Escritura: Destrezas de preescritura: dibujar en una superficie vertical.*
- The materials explain at the beginning of each unit how lessons are sequenced to provide foundational skills before more complex skills, as shown on "*Lección* 6, *Evaluación de desempeño de destrezas previas, Enfoque principal de la Lección, Destrezas fundamentales previas, Los estudiantes llevarán cuenta de la cantidad de ruidos ambientales usando una variedad de objetos del salón de clase. Destreza Previa. Los estudiantes identificarán y usarán palabras que nombren acciones; direcciones; posiciones; secuencias; categorías, tales como colores, formas y texturas; y ubicaciones.* TEKS K.3.C
- *Los estudiantes demostrarán conciencia fonológica al identificar las palabras individuales en una oración hablada.* TEKS K.2.A.iii

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

- The materials provide teachers with a detailed description of each unit component and the rationale for it to ensure teachers are able to internalize the lessons. The "Estructura de las unidades y de las lecciones" provides a detailed description of each component, for example, " Cada *Lección* comienza con una lista de los Objetivos del enfoque principal. Estos objetivos están etiquetados con los estándares correspondientes. Los objetivos se replican en las subsiguientes partes de la *Lección* en el lugar en donde se usan específicamente". This document explains each component such as, Evaluación formativa, *Vistazo a la Lección*, Preparación previa, Recursos adicionales, to name a few.
- The materials include unit and lesson internalization templates that provide guidance on how to implement the lesson, break it down into groups, time allotment, and lesson materials, up to the culminating task as shown in "*Vistazo a la Lección*." In this table, the teachers are given the activity, recommended grouping configurations, time allotment, and materials needed for the lesson. The materials explain this table as follows: "Una tabla de *Vistazo a la Lección* que enumera las actividades de enseñanza de la *Lección*, los materiales necesarios y el tiempo asignado a cada actividad."

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

- The materials include an online resource for administrators and coaches titled "Observation Tracker." The online tool facilitates the observation process as teachers utilize the materials to deliver instruction. It highlights "Instructional Resources, Instructional Delivery, and Engagement" in a check-off document. For example, under instructional delivery, it lists the following: "Instruction aligns with required minutes (if not observed or evident, the observer may move to Initial Implementation column), instruction aligns with the primary focus objective(s). Teacher instructional decisions for questioning are connected to the primary focus objective(s) and develop student conversational skills" amongst other check-off items.
- 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 provide background knowledge on the concepts, topics, or themes of each unit at the beginning of each unit as an overview, as shown in the section "*Introducción, Resumen de la Unidad*." The material provides teachers clarity in understanding how activities and experiences connect standards and TEKS. It includes a progression chart graphic that shows how activities align, both directly and indirectly, to core concepts and TEKS on each Unit, as shown in the "*Guía del Maestro*" section "*Páginas de actividades para el apoyo adicional, Conocimientos y destrezas esenciales de Texas* (TEKS) - Kindergarten."
- The materials provide unit overviews in the teacher's guide, with a list of academic vocabulary to effectively teach the concepts. For instance, in grade K, Unit 5, the vocabulary list in the reading comprehension section for Unit 5 overview it states, "*Al final de la lectura, para cada capítulo, los estudiantes harán un resumen de la secuencia de los eventos con las palabras primero, después y por último.*"

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

- The materials contain support for families in Spanish and English to get involved in the academic progress of their students. For example, the "Student Activity Book" provides opportunities for students to take home activity pages that are extensions of the concepts learned in class. These activity pages explain the concept and provide instructions for families to reinforce the learning at home.
- The materials provide specific strategies and activities for families to use at home as shown in the Activity Book "*Cuaderno de Actividades*" of each unit, where there is an activity to take home "*Para llevar a casa*" in Spanish that support students' learning and development for

each unit. For example, Take-Home Activity 3.2 states the following " *A continuación se sugieren actividades que pueden hacer en casa para que el estudiante ponga en práctica y fortalezca los músculos de la mano y del brazo y desarrolle la coordinación entre la mano y el ojo*".

- The printed materials provide support for families in Spanish, and the online materials offer the same support in English to participate in their students' academic progress. In the section of the online resources, "Take-Home Letter (English)," each activity from the "*Cuaderno de Actividades*" is translated to English to facilitate caregiver support at home, as stated in the section, "Having these letters in both Spanish and English will allow adults to read the information in their preferred language."

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 comprehensive lesson plans that meet the content and language standards by providing the TEKS, activities, questions, differentiation, online and printed materials, lesson extensions, and formal and informal assessments. For example, grade K, *Lección* 5, begins with "*Enfoque principal de la Lección'' where it lists the skills being targeted "Los estudiantes identificarán y usarán palabras que nombren acciones; instrucciones; posiciones; secuencias; categorías tales como colores, formas y texturas; y ubicaciones*". Then it informs the teacher how the skill will be evaluated "*Observación, Registro anecdótico de destrezas: Escuchar palabras'' and provides the activity page and the expectation "Página de actividades 5, Práctica de seguimiento con el dedo*. "
- The unit's "*Vistazo a la Lección*" provides the grouping configuration, the expected duration of each of the activities, and the materials needed. For example, grade K, *Guía del Maestro, Habilidades y Destrezas 3, Lección 1*: the section *Vistazo a la Lección*, lists the following sections with the suggested time "*Destrezas fundamentales previas (15 min), A calentar motores: Cómo segmentar sílabas (Conciencia fonológica)—Relaciono sonido y letra (Conciencia fonológica)—¿Cómo empieza y termina (Conciencia fonológica) 10 min, Carrera*

de sonidos (Conciencia fonológica) 5 min, and tasks to build conceptual knowledge "*Página de actividades* RM 1.1".

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

- The materials provide a suggested pacing overview and suggested minutes to help ensure lesson components are covered and to successfully deliver each of the lesson's components. For example, in the section grade K, Unit 1, *Lección* 1, *Vistazo a la Lección*, it allocates 10 minutes for "*Destrezas fundamentales previas*", 10 minutes for "Destrezas de escritura previa," and 20 minutes for another section of "*Destrezas fundamentales previas*".
- The materials contain suggestions and guidance for time considerations of each part of the lesson to support students in spending sustained time developing content and skills in grade-appropriate areas, as shown in the section "*Vistazo a la Lección*", the first part of the lesson is "*Destrezas fundamentales previas*" with a time suggested of 15 minutes, divided in: "*A calentar motores: Cómo segmentar sílabas (Conciencia fonológica)—Relaciono sonido y letra (Conciencia fonológica)—¿Cómo empieza y termina? (Conciencia fonológica)*" with a length of 10 minutes and "*Carrera de sonidos (Conciencia fonológica)*" with a length of 5 minutes.

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

- The materials include a comprehensive list of all materials and supplies, as shown in the section "*Vistazo a la Lección*." Each of the lessons in the unit includes a chart that shows the duration of each part of the lesson, its length, and materials to be used in the lesson in the section "*Agrupación, Duración, Materiales*."
- The materials include a component section of teacher materials necessary to effectively deliver the lesson. For example, in the section *Agrupación, Duración, Materiales*, *Componentes del maestro*, there is a comprehensive list of all the resources provided within the materials, such as *Guías del maestro, Libros grandes, Tarjetas grandes de letras, Tarjetas pequeñas de letras, ect*. Moreover, the materials provides a description of each component/resource, for example, for *Tarjetas de imágenes* it explains the following: "*Las Tarjetas de imágenes muestran fotos o ilustraciones de objetos, animales o personas cuyos nombres incluyen de alguna manera los sonidos que se estudian en las lecciones*."

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

- The materials offer resources for extended practice outside the school day. The lesson guide includes the section, "*Material para llevar a casa*," which supports the teacher by providing activities that can be assigned outside the school day to enrich the student's learning. Each of the unit lesson guides offers guidance for extended practice. For example, "*Lección* 1:

Refuerzo de las *Destrezas fundamentales previas*, Apoyo adicional "supports the teacher by allowing students to extend their learning.

- The materials contain support for families in Spanish to get involved in the academic progress of their students. For example, the "Student Activity Book '' provides opportunities for students to take home activity pages that are extensions of the concepts learned in class, as well as it explains the concept and provides instructions for families to reinforce the learning at home, in grade K, 1.1 Para llevar a casa states, "...*el estudiante aprenderá a hacer trazos de escritura simples—líneas, círculos, jorobas, tazas, etcétera—y a escuchar las palabras dentro de las oraciones. Luego aprenderá a escuchar los sonidos dentro de las palabras. Cuando esa destreza esté asentada, comenzará a identificar las letras que se usan para representar los sonidos.* "

- The material also provides educational online activities through the "Amplify Hub," where teachers and students have digital access to the "Sound Library" that features pronunciation guidance for every Spanish phoneme, beginning with the five vowels. It also provides visual support and a word for emergent readers.

Page **12** of **67**

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education, Inc., *Amplify SLAR Texas Habilidades y Destrezas*, Spanish Phonics, Kindergarten

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.

- The materials include diagnostic, formative, and summative assessments at the unit and lesson level and different approaches to assess learning. For example, the diagnostic evaluation in grade K, Unit 1, Lesson 4, measures the student's ability to blend phonemes, the summative assessment in lesson 9 requires students to trace lines and distinguish words. In the "*Evaluación de la unidad*" chart, the materials provide a list of the formative and summative assessments for the unit, their location in the lessons, and the different student tasks within each assessment. For instance, in the unit 3 teacher's guide, the section "*Evaluaciones de la unidad 3*" provides a list of the assessments within the unit, including comprehension checks, anecdotal notes, activity pages, and middle and end-of-unit assessments. Equally in unit 8, teachers will find the following evaluations: "*Verificar la comprensión, Evaluación de desempeño, Registros anecdóticos, Cuaderno de Actividades, Preguntas para comentar*".
- The materials include a variety of diagnostic assessments; for example, in lesson 6, in the section "*Evaluación en la Unidad 1, Evaluaciones preliminares,*" students are assessed on handwriting strokes. Additionally, in *Lección* 2, *Página de actividades* 2.1, the materials

include assessments in which the questions and tasks vary. To illustrate, students will write words with digraphs "*ch, ll, rr múltiple*," and later in *Lección* 3, *Página de actividades* 3.2, students are expected to elaborate a summary from a chapter of a book.

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

- Every teacher's guide includes definitions of diagnostic, formative, and summative assessments and, as described in the materials, their purpose is to guide educators to establish starting points, track student progress, and measure mastery of content knowledge. For instance, the section "*Evaluación en la Unidad* 1" explains the meaning and purpose of "*Evaluaciones preliminares*, "*Evaluaciones formativas*" and "*Evaluación de desempeño.*" To illustrate, in the *evaluaciones previas* the materials explain "*El propósito de estas evaluaciones es, exclusivamente, establecer un punto de partida para cada estudiante*". The purpose for *Evaluaciones formativas* states: "*Prestar atención a esta información recopilada diariamente le permitirá determinar con rapidez lo que los estudiantes necesitan que se les vuelva a enseñar algún objetivo de aprendizaje, o lo que los estudiantes necesitan seguir practicando destrezas particulares, usando las actividades de Apoyo adicional que se encuentran al final de cada Lección*". At the end of this section the purpose of evaluaciones de desempeño "*En la Lección 9, se le pedirá que use las páginas de actividades durante el período de enseñanza para evaluar la habilidad de los estudiantes de copiar un círculo y líneas horizontales, verticales y diagonales. "Dé un vistazo a la evaluación de la Lección 9 antes de enseñar la primera mitad de Unidad 1 para comprender el nivel de dominio que se espera de los estudiantes*".
- The materials offer the online component titled "Program Level Resources." The component includes a bullet for the "Assessment Guide." This guide includes a chart that defines each of the assessment types. For example, formative assessments "*Determina el dominio de los objetivos de enfoque primario alineados con los TEKS identificados, tanto del estudiante como de la clase*". It also includes the definition of the beginning of the year, middle of the year, and end of the year diagnostic assessments, and the purpose "Identifies gaps in student learning/understanding, provides guidance for student groupings."

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

- The material includes both an online Assessment Guide in the section "Program Level Resources," bullet "Assessment Guide" and in the "*Guía del Maestro*" of each unit, where there is a chart identified as "*Evaluación en la Unidad*" with the unit number, and in there is displayed the different assessments to be applied in the unit that supports the teacher in understanding the types of informal assessment tools included in the curriculum. The materials include teacher guidance to ensure accurate administration of the summative assessments in each unit. For instance, the section "*Evaluación en la Unidad* 3" in the teacher's guide of unit 3 includes the pacing of the assessment and the parts to be

administered. As explained in this section, the end of the unit evaluation can be completed over several days and includes two parts: *"Trazo de letras mayúsculas y minúsculas"* and *"Palabras comunes*."

- The online materials include an assessment guide that provides the data collection assessment tools in the curriculum. For example, the section *"Información adicional"* for *"Evaluaciones formativas diarias"* explains that there are one or more formative assessments in each lesson, they are clearly identified within each lesson, and they include various formats such as observations, anecdotal records, and activity pages.
- The online Assessment Guide, in the section "Program Level Resources," bullet "Assessment Guide" also guides teachers to efficiently administer the assessment. The section *"Pautas para el monitoreo del progreso"* includes a chart that suggests the time allotted to complete the assessment, according to the assessment levels *"Nivel 1, Nivel 2, Nivel 3"* Additionally, in the section *"Monitoreo del progreso (evaluación),"* there are guidelines to administer the assessment as indicated: *"3 veces al año (inicio de año, mitad de año, fin de año)*. This section also provides the teachers with options to administer the assessment every week as indicated *"Una vez a la semana 1–2 veces por semana"*.

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

- The material clearly indicates how they align with the curriculum for the grade level or subject in the chart *"Conocimientos y destrezas esenciales de Texas* (TEKS) - Kindergarten" at the end of the section *"Recursos para el maestro"* on the *"Guía del Maestro"* of each of the units. Each of the lessons within the units of the material includes detailed TEKS-based lesson plans that frame how the materials can be used to teach specific concepts and skills, as shown in the section *"Enfoque principal de la Lección"* at the beginning of the lesson. For instance, in Unit 1, TEKS K.3.C is assessed for both marking periods, the middle of the unit and the end of the unit.
- In addition, the materials in the section *"Mapa Curricular de Kindergarten Habilidades y Destrezas Unidad 2"* offer assessments aligned with standards and objectives, guiding teachers on what needs to be taught and assessed. This guidance helps teachers focus their efforts on the essential content and skills. For example, the "TEKS *Evaluación Formativa* outlines the specific TEKS evaluations for Kindergarten in Unit 2, including "K.2.A.ii, K.2.A.v, K.2.A.vii, K.2.B.i, K.2.B.ii, K.2.C.ii, K.2.D.i, K.2.D.ii, K.2.E, K.9.E, K.10.D.vii"
- The online materials include a curriculum map that outlines the TEKS covered and assessed in each unit. For units 1-8, the curriculum map lists the formative assessment TEKS and their alignment with the objectives in the lessons. For unit 9, the online document also shows alignment by including the unit TEKS and the standards that are tested in the formative and summative assessments.

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

- The materials provide a variety of instructional assessments within each lesson that help teachers have a clear understanding of the individual student's progress in the unit before it ends. For instance, in Unit 1, Lesson 6, the formative assessments include observations and activity pages to measure reading behaviors, letter formation, and tracing of circles. To illustrate, *"Pida a los estudiantes que copien cada trazo en la caja proporcionada. No dude en hacer una demostración en la pizarra/cartulina con trazos que no se estén evaluando (p. ej., un triángulo, un cuadrado, un corazón)"*.
- The instructional assessments also include standard aligned tasks of varying levels of complexity, which allows teachers to monitor students' growth over time. For example, in Unit 3, TEKS, K.2.B.i, is tested in the middle and at the end-of-unit assessment. In the middle-of-unit assessment, "*Cuaderno de Actividades*, 9.2," the students classify six words by the initial sound. In the end-of-unit assessment, "*Cuaderno de Actividades*, 18.3," requires students to read phrases and identify common words.

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**

The materials contain instructional assessments and scoring information that provide guidance for teachers to interpret and respond to student performance. Materials provide guidance for teachers on the use of included tasks and activities and 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 support teachers by offering scoring information to assist with interpreting and responding to student performance. For example, in Unit 1 the "*Guía de calificaciones de la evaluación Final de Mezclar Sílabas*" provides an assessment tool for evaluating students' phoneme blending skills, and it provides the correct answers for the teacher. The "Corrective feedback planning tool, *Sugerencias de ayuda correctiva para conciencia fonológica/fonémica*" gives the teachers the following script "*Vamos a escuchar las sílabas de la palabra.*"
- The online section "Program Level Resources" includes guidance on how to interpret and respond to student reading fluency performance. The "*Paquete de fluidez: Guía del Maestro*" guides teachers to determine students' strengths and areas of growth. The rubric measures expression and volume, intonation, and pauses. For example, the data collected in the rubric helps teachers respond to student performance by identifying below-level, on-level, and advanced students.
- The materials also include guidance on how to interpret student performance in writing assessments and tasks. The "Program Level Resources" include a writing evaluation rubric to determine students' strengths and areas of growth. The rubric measures content, structure, and writing conventions and helps teachers respond to student performance by identifying below-level, on-level, and beyond-level students.To illustrate, in the writing rubric we can find: "Level 1: *El estudiante todavía no cumple con las expectativas.*" and level 4 says, "4 *El estudiante supera las expectativas.*". Each level provides the teacher with what the student is able to accomplish or not. For example, *nivel 3* says: "El *estudiante cumple con las expectativas: Explora un tema según las especificaciones de la tarea*" and "*Desarrolla ideas claves sobre el tema con detalles apropiados.*"

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

- The materials support teachers by providing just-in-time reviews to accelerate learning and give students feedback. The "Corrective feedback planning tool" offers guidance to teachers on how to respond to trends in students' performance. For example, the section "*Correspondencias de letras con sonidos*" prompts the teacher to say, "*Vamos a practicar el sonido de la letra, ¿Puedes repetirla después de mí?*". As well as other suggestions during instruction time blending sounds to form syllables and syllables to form words.

- The materials provide guidance that responds to student performance on instructional assessments. In the assessment guide section "*Pautas para el monitoreo del progreso,*" continuous intervention and progress monitoring are emphasized. Teachers can review data results to make informed decisions about changes in intervention frequency, instructional methods, and specific skills to address. To illustrate, "*Después de varias semanas de intervención continua y monitoreo del progreso, los maestros pueden revisar los resultados de los datos para tomar decisiones informadas sobre cambios en la frecuencia de la intervención, en el modo de instrucción y en las habilidades específicas a trabajar*". The suggested guidance helps teachers create a consistent progress-monitoring plan for all grade levels.

- In addition, the online section "Program Level Resources" includes the resource "*Paquete de fluidez: Guía del Maestro*" to determine students' strengths and areas of growth. The rubric measures expression and volume, intonation, and pauses and helps teachers respond to student performance by identifying below-level, on-level, and advanced students.

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

- The materials support students to track their own progress on assessments. For example in "*4.1 Evaluación diagnóstica : mezcla de sonidos, Hoja de calificaciones , Ejemplos: /y/ /o/ (yo)*" section, students can check their own progress, This self-check leads to greater engagement in their own learning.

- The materials from grade K include tools for students to track weekly progress. For example, in the "*My Weekly Reflection*" section, there are sentence stems for each week: "*Esta semana aprendí _____.*" The sentence stems are intended to encourage students to see their progress over time.

- The materials include a goal-setting chart for students to note the steps they will complete to achieve their goals, as shown in the section "*Mi reflexión semanal,*" where there is a sheet with sentence stems provided for the student to write about what they need support with, and what is their objective for next week. The following example illustrates the sentences students need to complete as they reflect on their own learning: "*Necesito ayuda con _____. Mi objetivo para la próxima semana es _____.*"

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 lessons on each unit of the materials included an embedded reteaching component in the content previously taught, with suggested activities to reinforce fundamental skills to students that have not mastered it yet, as explained in the section "*Estructura de las lecciones*", "*Organización*", "*Al final de cada Lección, se sugieren actividades de apoyo adicional para reforzar las destrezas fundamentales, practicar más y continuar el afianzamiento de las destrezas fuera del bloque de enseñanza de 40 minutos dedicado al programa. Estas actividades pueden administrarse a cualquier estudiante que requiera ayuda adicional, incluyendo estudiantes con necesidades especiales*". Additionally, in *Lección* 2: *Destrezas de escritura emergentes, Destrezas de escritura previas, Apoyo adicional*, it states "*los estudiantes tracen líneas verticales en la arena o el arroz.*" This guidance ensures that teachers have resources for meeting students' needs as they work toward mastery of objectives.
- The lessons provide guidance for adapting and supporting students with diverse learning needs. For instance, in "*Lección 8: Destrezas Previas Lectura y Escritura - Recursos Adicionales*," the additional support focuses on aiding students with writing strokes and directionality. Teachers can utilize the lessons' embedded differentiation strategies and activities to address the needs of students who have not yet achieved proficiency with grade-level content.

- The materials provide questions and sentence stems to help teachers guide students in explaining their thinking. The corrective feedback planning tool in the online section "Program Level Resources" allows teachers to provide a more individualized approach to instruction. For example, when students need more support with letter-sound correspondence, the planning tool suggests saying, "*Recuerda que la letra _____ suena como en la palabra_____. ¿Podrías decirme cómo suena?*"

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

- The lesson plans include the regular practice of frontloading three to five vocabulary words before reading with an explicit approach, as shown in section "A calentar motores," for example, on grade K material "Unit 3, *Leccion* 1, *A calentar motores* (10 MIN), *Cómo segmentar sílabas, Segmente las siguientes palabras usando el procedimiento anterior: 1. papi > pa-pi 3. puma > pu-ma 2. mapa > ma-pa 4. Memo > Me-mo*". In addition, the lesson plans include pre-teaching the vocabulary words used to present the main skill in the lesson. For instance, to present the initial sound */o/* in Unit 2, Lesson 1, picture cards (*oso y Olga*) are displayed as the teacher reads them and highlights the /o/ sound. Oso y Olga are words that will then be identified in the book "*Oso Pipo*."
- Pre-teaching supports help ensure that students have a clear understanding of the terms and references used while also building access to background knowledge. The lessons include structured opportunities for turn and talk using academic language and new vocabulary. For example, the online poetry lesson in Unit 4, Lesson 1, introduces the students to the words "*ronda*" and "*rima*" using the children's son "*Naranja dulce*." The lesson provides opportunities to practice the new words with questions like, "*¿Saben lo que es una ronda? Una ronda es un baile que se realiza agarrándose de las manos para dar vueltas juntos.¿Qué es la rima? Una palabra rima con otra cuando ambas terminan con el mismo sonido. Por ejemplo, tina rima con fina. ¿Pueden encontrar otras palabras que riman en el poema?*"
- The lessons include frequent structured opportunities for students to talk with partners and groups about the text using academic language and vocabulary, as shown in grade K, Unit 8, *Lección* 13, Leer "*El túnel del árbol*" (10 MIN), "*Pida que lean el texto con su grupo pequeño en voz alta. Durante esta segunda lectura, dígales que se turnen en sus grupos para leer las oraciones, haciendo énfasis en las palabras con el sonido /rr/ en la primera o segunda sílaba.*"

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's guidance to differentiate instruction for on-level and beyond-level students. For example, in "*Lección* 1, *Código básico, Repasar las vocales y presentar las palabras comunes las y los, Más Ayuda con identificación de letra-sonido, para las vocales mayúsculas y minúsculas*" Students continue to practice pronouncing the letter sounds and draw a line to connect those corresponding card to the same sound. This guidance ensures that the teacher's materials consistently include enrichment for all learners.

- The materials include teacher's guidance to extend the knowledge of students who have demonstrated proficiency in grade-level skills. For example, Unit 3, Lesson 10, provides a challenge note in the teacher's guide sidebar to challenge students when isolating sounds. As explained in the note, "*Si a los estudiantes se les facilita el sonido /f/, anímelos a "hablar en f"; se hace agregando /f/ a cada vocal, formando una sílaba adicional repetida: "Ho-la, ¿cómo estás?" > "Ho-fo-la-fa, ¿có-fo-mo-fo e-fes-tá-fas?*".
- The materials include the online resource Support for all learners, indicates that each lesson includes a section with enrichment activities, "*Desafio*" designed for all students, "*Las experiencias de aprendizaje incentivan el uso de materiales de nivel avanzado y las actividades de desempeño como las del Proyecto de los Estándares de Desempeño de Texas. Todas las lecciones incluyen desafíos diseñados para todos los estudiantes.*"

Texas Instructional Materials Review and Approval (IMRA)

Amplify Education, Inc., *Amplify SLAR Texas Habilidades y Destrezas*, Spanish Phonics, Kindergarten

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 scripted language, prompts, or support for the teacher to model, explain, and communicate the concepts to be learned. For example, in " *Destrezas Previas, Lectura y Escritura*'' standardized guidance promotes consistency with instructional practice for communication. In this example, fundamental prior skills are listed for the teacher to help students identify sounds by counting the number of sounds they hear to develop social communication by introducing themselves and using common greetings. TEKS K.1.E. "*Diga: "Hola, … Estoy usando mi mano derecha para estirar tu mano derecha". Luego diga: "Saludamos a los demás estirando las manos.*"

- The teacher prompts included in the materials support teachers in explaining and modeling the concepts clearly and explicitly. For instance, the lesson component "*Reconocer el sonido inicial /n/*" in Unit 3, Lesson 6, provides step-by-step instructions for drawing objects that begin with the initial sound */n/*. The lesson also provides metacognition questions such as "*¿Qué dibujaste?, ¿puedes aislar los sonidos?, ¿puedes alargar el sonido /n/ dentro de la palabra?, ¿qué sucedería si agregamos a la palabra el sonido /n/ al final?*"

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

- The materials include instructional routines with clear headings and labels to help the teacher differentiate between groups. Each routine has a specific exercise for the student. For

example, in Guía de rutinas section the guides for the routines are in labeled as "*Cobertura de rutinas en kindergarten, unidad 1, rutinas de comportamientos esperados y transición*" throughout all lessons. For example, the materials suggest for teachers to model the behavior: "*Puede enseñar a los estudiantes cómo caminar al área con calma y en silencio, y mostrarles cómo acomodar su silla bajo la mesa antes de ir al punto de reunión*".

- In addition, the resources also provide guidance to teachers on how to implement academic routines such as "*mezclar fonemas*". For instance, "*Explíqueles a los estudiantes que les enseñará un gesto que pueden usar para mezclar tres o cuatro sonidos. Párese frente a la clase para que los estudiantes puedan copiar sus acciones. Ponga el brazo izquierdo delante de su cuerpo. Diga la palabra uno y toca el hombro izquierdo con la mano derecha (vea la ilustración 1). Diga la palabra dos y toca la parte interna del codo izquierdo con la mano derecha (vea la ilustración 2). Diga la palabra tres y toca la muñeca izquierda con la mano derecha (vea la ilustración 3)*".

- The materials include instructions to support the teacher in providing various engaging instructional strategies, as shown in grade K, Unit 6, *Lección* 13, *Trabalenguas con los sonidos /k/ /r/*, *Croquetas crujientes*. The section reads "*Menciona a los estudiantes que dirán un trabalenguas cuyas palabras tienen los sonidos /k/ /r/. Explique que primero lo dirá usted para que lo conozcan; después, lo dirán todos juntos y, al final, lo practicarán en grupos pequeños.*"

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 provide a variety of options for students to practice and apply the concepts learned (whole group, with a partner, small group) as shown at each lesson of each unit, in the section "*Vistazo a la Lección*," which describes the different practice opportunities and the variety of options in which the student will work over the lesson. For instance, in Unit 2, Lesson 2, "Destrezas fundamentales" are taught in whole groups, "*Destrezas de escritura*" are delivered in small groups or individual work, and "*Destrezas de lectura*" can be done in either whole or small groups.

- The materials provide students with various options for practicing and applying the concepts learned. For example, in *Lección 1 Código básico, Repasar las vocales y presentar las palabras comunes las y los*". The students are involved in guided and independent practice while segmenting syllables like "*casa, pato, mesa, foco, etc.*" Teachers use multiple means of practice to help students reach their learning goals. Additionally, in the Unit 6 calendar the materials identify the lessons in which partner work is implemented throughout the unit. For example, in "*Destrezas de lectura*" in lesson 1, "*Los estudiantes leerán el capítulo en voz alta con un compañero." Also, in lesson 8, "Los estudiantes leerán en voz alta con un compañero el capítulo "Anita y las barcas*."

- The materials provide clear pictures and labels to support the teacher in differentiating between the different types of practice used in the lesson structure. For example, in the teacher guide for Unit 3 across all lessons, a clipart of a child's face and larger font words like

"*Tarjetas grandes de letras*" is used to notify the teacher that this section will require a specific skills practice like "*observación del sonido de las letras.*"

Supports for All Learners

3.3	**Supports for Emergent Bilingual Students**	9/9
3.3a	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	**1/1**
3.3b	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**
3.3c	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 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 implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- The materials include information related to the state-approved bilingual program models and provide guidance on how the program can be used within the different models as described in the online materials resource Program Level Resources, Bilingual Planning Tools. The document provides a rationale for how the materials can be used for any Texas-approved bilingual program model. In addition, it provides guidance for schools to reflect and determine the use of the materials that reads, "Key Questions to Consider: Schools should consider the following questions when determining how K–2 Skills and *Habilidades y Destrezas* are used together within their bilingual education model… Instructional Goal: What is the ultimate literacy goal?… Instructional Model: Are the languages taught simultaneously or sequentially? How do the allocations shift by year? Staffing Model: Are bilingual teachers and partner teachers in DLI delivering both English and Spanish language arts to the same students? Schedule: How much time is available in the literacy block?" The materials provide a side-by-side daily instructional plan and a list of transferable and non-transferable TEKS at a SLAR unit level for each grade.

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 include embedded guidance for teachers to support emergent bilingual students make cross-linguistic connections. For example, in Unit 7, Lesson 7, *"Conexión bilingüe"* explains the difference in the order of adjectives when describing nouns in English and Spanish. Right after, there is a comprehension check that instructs teachers to "*Organice a los estudiantes en grupos de tres y pídales que describan un mismo objeto del salón. Pueden mencionar la forma, el tamaño, el color y la textura, entre otras características. Por ejemplo: lapicera delgada, azul y flexible. Circule por el salón y verifique que mencionen primero el sustantivo y luego los adjetivos; de lo contrario, pídales que corrijan y repitan su descripción.*"
- The materials include explicit opportunities to for teachers to make cross-linguistic connections for students. Additionally in Unit 4, *Lección* 4: *Código básico: Presentar /y/ > ll, Ll Destrezas de lectura*, the *Conexión Bilingüe* reads: *En español, los signos de exclamación se usan para indicar una emoción (como alegría) o sorpresa. Se colocan tanto al inicio como al final de una oración escrita; en inglés, sólo se usa al final y también se usan para indicar una emoción.*"

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

- Lessons include cross-linguistic connections to support emergent bilingual students. "*Conexiones Bilingües*" are included throughout the lessons to provide explicit guidance for teachers to help students establish connections between English and Spanish. For instance, in Unit 8, *Lección* 1, *Destrezas de lectura* it says "*Conexión bilingüe: Enseñe a los estudiantes, tanto en inglés como en español, los nombres de los objetos que Bruno lleva al campamento bolsa de dormir/sleeping bag, mochila/backpack, botas de goma/rubber boots. Señale las imágenes en el capítulo para ayudarlos.*"
- The materials include resources that outline opportunities to address metalinguistic transfer. For example, in Unit 9, Lesson 4, *Destrezas de lectura* it reads "*Conexión bilingüe: Algunas palabras con el mismo significado comienzan con el sonido /p/ tanto en español e inglés. A continuación, hay tres pares de ejemplos: parque/park, partes/parts, plantas/plants.*"

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

- Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence). For example, in the Introducción, Resumen de la unidad 2, the materials provide the following explanation "*Los estudiantes desarrollan destrezas de conciencia fonológica y fonémica, estarán aprendiendo los sonidos de las cinco vocales como un requisito previo para el proceso de lectura y escritura. Luego aprenderán a combinar las vocales con las consonantes de uso más frecuente para formar sílabas con un patrón consonante-vocal (CV), por ejemplo: ma, me, mi, mo, mu.*" This sequence is aligned to the syllabic nature of the Spanish language and the natural order of the introduction of consonants.
- The materials include systematic and sequential instruction that build upon previously learned skills. The introduction of Units 2 and 3 in the teacher's guide demonstrates the progression of skills. For example, in Unit 2, the students start to make connections between sounds and letters, beginning with the vowels as a prerequisite for reading and writing. They will then combine vowels with the most common consonants (m, p y s) to form syllables with a consonant-vowel pattern (CV), such as *ma, me, mi, mo, mu*. In addition, Unit 3 introduces more complex letters and sounds, such as *l /l/, d /d/, n /n/, f /f/, t /t/, r/rr /rr/* as the students learn to segment words into syllables, isolate sounds, and identify rhyming words.
- Materials include sequenced instruction of phonics (sound-symbol correspondence) following a logical sequence of introducing phonics skills, starting with simple concepts and

Texas Instructional Materials Review and Approval (IMRA)

Amplify Education, Inc., *Amplify SLAR Texas Habilidades y Destrezas*, Spanish Phonics, Kindergarten

building up to more complex concepts, evidenced in "*Resumen de la unidad 3*". The summary lists the different skills that will be taught and practiced through each unit. For example, in Unit 2, students learned to make letter-sound correspondences, blend and manipulate syllables out loud, and identify common words. They were taught various sounds and lowercase and uppercase letters corresponding to them. In Unit 3, they will learn to segment words into syllables, isolate sounds, and identify rhyming words. In addition, in the introduction of Unit 4, the materials have the following teacher guidance "*Al igual que en las unidades 2 y 3, cada sonido nuevo se presenta con actividades orales y luego se explica a los estudiantes cómo dibujar el sonido. En el caso del sonido /b/, como tiene dos formas de escribirse, en una Lección se presentan las letras b, B y en otra Lección, las letras v, V*..." This demonstrates how the instruction is built upon from unit to unit.

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

- Materials include intentional opportunities for phonics (sound-symbol correspondence) skills. For example, in grade K, each lesson begins with phonological awareness and then continues with phonics instruction and fluency practice as indicated, in *Guía del Maestro*. To illustrate, Unit 3, section "*Estructura de las lecciones*", "*Cada Lección inicia con la actividad A calentar motores, que consta de dos partes: 1) práctica con mezclas de fonemas y/o sílabas; y 2) práctica con correspondencias de sonido y letras*." In addition, in each unit under *Vistazo a la Lección* there are three main components: "Destrezas fundamentales" for "conciencia fonológica", "*Destrezas de escritura*" for concepts of print, and "Destrezas de lectura" for the application of the phonics skill.
- Materials include intentional daily opportunities for phonics (sound-symbol correspondence) skills as shown, for example, in grade K, Unit 3, *Lección* 2, Repaso de sonidos. The guidance reads "*Utilice las Tarjetas grandes de letras (minúsculas y mayúsculas) para m, M, p, P, s, S, o, O, a, A, i, I, e, E, u, U para repasar los sonidos /m/, /p/, /s/, /o/, /a/, /i/, /e/, /u/ que vieron en la unidad 2*. The teacher is guided to distribute the cards among some of the students. Explain that they will stand up in the order you tell them and show the card to their classmates. The students must say the sound of the letter they are observing. Teachers know that the materials contain the resources that provide clear guidelines for daily practice.
- The materials include evidence of intentional instruction, which can be found in the lesson plans within "*Vistazo a la Lección*." This section of each of the lesson plans outlines the components of the phonics lessons and the recommended time to spend teaching each skill. For example, Unit 2, Lesson 2, recommends 5 minutes for "*Mezclar sílabas (Conciencia fonológica),"* 5 minutes for "Reconocer el sonido inicial /a/ (Conciencia fonológica),"* 5 minutes for "Presentar /a/ > a, A,"* 15 minutes for "Trazar a, A", and 10 minutes for "Escucho una historia: capítulo "Oso Pipo y Abeja."*

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

- The materials include teacher-led practice of phonics skills in isolation. For example, in *Unidad 2*, *Lección* 7, where students will practice sounds for *"/e/, /u/ con las letras e, E, u, U."* The guide provides a set of image cards with words aligned to the sounds they will be practicing like "*elefante y uña.*" The lesson guides the teacher in reviewing the cards as students practice producing the associated sounds. In addition, in Unit 4, Lesson 2, following scripted instructions in Spanish, the teacher guides the students to manipulate phonemes. The materials guide the teacher to write the words "*bata* > bate on the board and read while the students repeat. The teacher is also guided to highlight the change in the word in a different color so that students can see the difference. The script guides the teacher to say: "*Si aquí dice bata y cambiamos a por e, ¿cuál sería esta nueva palabra?" Pronuncie la nueva palabra. Pida a los estudiantes que segmenten la nueva palabra en fonemas y luego los mezclen. Pregunte: "¿Qué sonido cambió?*" The exercise is repeated with the words "*bota/nota, nota/nata, nata/bata, bata/lata.*" The materials provide guidance and scripted lessons for teachers to facilitate the practice of phonics skills in isolation.
- The materials include practice of phonics skills through decodable texts. For example, all lessons and activities include instructions in Spanish for guided and independent practice. In Unit 4, Lesson 2, *sonido inicial /b/*, the lesson ends with "*Destrezas de lectura,*" which guides students to read the decodable text *Beba y Benita* to not only identify words that begin with the */b/* sound but also to develop comprehension. As instructed in the activity the students are instructed to, "*Lea en voz alta el capítulo una vez, de corrido. Haga énfasis en las palabras que contengan el sonido inicial /b/ (por ejemplo, alargándolo). Invite a estudiantes a señalar las sílabas de las siguientes palabras conforme avanza en la lectura: Be-ba, bu-rro, bo-tas y bo-ni-to.*" The materials guide the teacher to ask students to read the words together, and once the reading is finished, answer questions like: "*¿Qué le regaló Benita a su abuela? (Un dibujo.) ¿Cómo se llama la abuela de Benita? (Beba).*"

Materials include opportunities for cumulative review of previously taught skills.

- The materials include review lessons for concepts learned in previous weeks and/or units to connect previously taught Spanish skills to new ones. For example, in Unit 7, *Lección* 17, "*sílabas trabadas con l, como /bl/, /pl, /fl/, /kl/, /gl/,*" are taught individually and before moving on to Unit 8, Lesson 17 reviews "*grupos de consonantes con l.*" As demonstrated in the lesson, "*Para que los estudiantes tengan presentes los grupos de consonantes con l que han visto en esta unidad, presente un organizador como el siguiente (bla, pla, fla, cla, gla).* The students are able to fill out the organizer with the examples shared by other students.
- The materials provide opportunities for cumulative review by connecting previous learning to new ones. For example, the vowels and the consonants m, p, and s were taught in that order in grade K, Unit 2, and Unit 3. Lesson 1 reviews the vowels and their role in making syllables before the next set of consonants: l, d, n, f, t are presented in lessons 2–17 in the unit.
- The materials are intentionally designed to provide opportunities to review previously taught skills, as indicated in *Guía del Maestro*, Unit 4, *Guía de rutinas, Rutinas académicas*. The section describes the importance of academic routines that integrate the TEKS, which are

clearly labeled in the materials. For example, to segment syllables, the materials begin by reminding the students how to blend syllables and then move into the explanation for the segmenting practice. The materials guide the teacher in using the hand movement protocols to support students in segmenting one-syllable and multisyllabic words.

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

- The materials include modeling with the elements of explicit instruction, such as providing a specific objective, clear explanations, opportunities for practice, and feedback. For instance, in Unit 3, Lesson 2 (*presentar el sonido /l/*), the teacher is provided with the objective of the activity, recognize the sound /l/ in words as indicated *"...actividad para reconocer el sonido inicial /l/ en algunas palabras*." Then, direct instruction and practice directions are provided as indicated: "Explain that at first you will say a few words, and they should listen to them carefully. Then, you will repeat them, and they will have to clap if the letter with which those words begin has the /l/ sound. "*Explique que en un primer momento usted dirá algunas palabras y ellos deberán escucharlas con atención. Después, usted las repetirá y ellos deberán dar una palmada si la letra con la que inician esas palabras tienen el sonido /l/.*"
- The lessons include detailed guidance for teachers to model explicit instruction before guided and independent practice. For example, in Unit 2, Lesson 10, the teacher follows sequential steps to teach sounds and syllables with the word m explicitly. Syllable Blending: Demonstrate combining the sound /m/ with vowels. For example:"Combine the cards for 'm' and 'a' and explain: *Cuando combinamos el sonido /m/ con el sonido /a/, decimos /ma/.*" Repeat this process for the remaining syllables (mi, me, mu, mo). Mirror Activity: Guide students to observe mouth movements while pronouncing /m/: "Model the /m/ sound for students. Instruct them: *'Fíjense en la forma de su boca mientras emiten el sonido /m/. Digan el sonido /m/ alargándolo (mmmm), mientras se miran al espejo, para que vean el movimiento de su boca cuando lo dicen.*'

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

- Daily phonics lessons include explicit instructions for teachers to guide students' practice of the new concepts. For example, Unit 7, Lesson 6, uses a syllable routine to blend syllables with /bl/. First teacher introduces the concept: tell the class that the word '"*doble* has two parts (*do ... ble*). Then, model the pronunciation by saying the words slowly '*do ... ble*'. Demonstrate a kinesthetic movement as indicated first place fists in front, palms down, say "*do*" while turning and opening the right fist. Next. say "*ble*" while turning and opening the left fist. Finally, say "*doble*" while clapping hands together. Then, continue the routine with the following words: *blu-sa > blusa, blan-co> blanco, ca-ble > cable, ha-bla > habla*.

- Materials include daily lessons that include opportunities for immediate feedback. For example, " In Unit 1, Lesson 1, Students will identify sounds by counting the number of environmental sounds heard and identify whether they are the same or different, groove with your fingers. Ask students to repeat the exercise after you. Repeat the exercise several times to support students with counting from one to ten." Through guided instruction in the Section "Challenge If some students find this exercise easy, have them do it in front of the group," feedback can offer personalized guidance, addressing students' specific needs and adjusting instruction accordingly.

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

- The lessons include various activities for students to practice in small groups or with a partner. For example, in Unit 7, Lesson 1, the students work with a partner to identify the sounds /n/ and */ñ/* in some words with images using the sentence stem "*¿La palabra ...tiene el sonido /n/ o /ñ/?*" In the sections "*Palabras comunes*" and "*Comprensión de la lectura*," the students also work with a partner to segment syllables in the words "*pequeño, pequeña, bailar*" and answer comprehension questions from the text "*Luli y Mañi*".

- Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice, for example, in material K, Teacher's Guide Unit 7, Lesson 2, "Describing the Character" Section. The teacher guides students to draw on the character "Pili" to form a story the class reads. The practice includes using activity page 2.2. The teacher instructs students to talk with a partner as they complete the drawing and answer the following story questions: Where are Luli and Pili? As they draw Pili, students practice collaborative reading comprehension by telling their partner what they remember from the story. When students finish answering the questions, they are directed to ask their partner to read a sentence at the end of the activities in chorus and think about how to finish it, for example: "*Pili es una vaca... con cuernos*."

Phonics 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 taught phonics skills. Lessons include an instructional focus with opportunities for practice 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 include intentional cumulative review following a pattern within each unit to ensure students clearly understand the content being presented before any formative and summative assessments and when skills are considered a prerequisite for new learning. For example, in grade K, Unit 2, Lesson 10, the students are introduced to "*el sonido /m/*" to start forming syllables. However, before the students are guided through the phonics routine to learn the new consonant, they participate in "*Ronda de las Vocales*", a popular song with small verses, to review letter-sound correspondence of the vowels learned in previous lessons as prerequisite knowledge to build to the next lesson. The song includes verses such as: "*Silió la a, salió la a, no sé a dónde va, Salió la u, salió la u, ¿y qué me dices tú?*" Ongoing review and practice are incorporated throughout the curriculum.
- Each unit includes two review lessons per unit where previous knowledge is reviewed and practiced. For example, in Unit 2, after the middle-of-unit assessment in Lesson 9, there is a review of lesson 1 named "*Pausa 1*" to review previous skills. Then, the second review lesson for Unit 2, "*Pausa 2*," takes place the day after the end-of-unit assessment, which is after lesson 18. Both review lessons instruct teachers to "*repasar/volver a enseñar/ enriquecer el contenido de acuerdo con los resultados de las Evaluaciones de desempeño del estudiante previas.*"
- Materials also include intentional activities that serve as a cumulative review. The lessons prompt teachers to use spelling patterns previously studied before dictating words based on the new pattern being introduced. For example, in grade K, Unit 8, *Guía del Maestro*, Lesson 4, previous preparation, fundamental skills read," *Para la actividad Cadena de palabras, prepare las tarjetas grandes de sílabas para fla, ca, ma, plu, pri y cli,*" and other materials, such as

cubes and small boards. After the guidance lists the materials needed, it moves to the scripted lesson, which includes riddles for teachers to follow. To illustrate, "*Es pequeño, de acero y lo usamos para colgar cosas en las paredes de la casa. ¿Qué es? (clavo).* "It is small and made of steel, and we use it to hang things on the house's walls. What is it? (nail)

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

- The materials include practice opportunities that include only phonics skills that have been explicitly taught as students apply the focus skills for the lesson during independent practice. For example, in Unit 4, Lesson 5, the main focus is to introduce "*sonido inicial /k/ como en C (ca, co, cu)*. "After the students practice the skill with the teacher, they work on *Página de actividades* 5.1 to identify the image with the syllables */ka/, /ko/, /ku/*. The guidance for teachers provides a script to teach the targeted phonics skill as follows explicitly: "Say the name of each picture aloud, lengthening the sound */ka/, /ko/ o /ku/*, and ask students to circle with the color red the images that have the syllable *ca (caballo, cama, vaca)*; with blue the images that have the syllable *co (foco, escoba, conejo, chocolate, coco)* and with yellow those that have the syllables *cu (cuna)."*
- The materials include practice opportunities for students to apply previously taught skills. For instance, in Unit 5, Lesson 7 focuses on the "sound /s/ as in *ce, ci*." The teacher reviews the /k/ sound as in /ka/, /ko/, and /ku/; directions for teachers on guiding the practice are given as indicated." When presenting the new sound, place the Large Syllable Cards for ce and ci for students to see and read and ask what sounds make them up. They are expected to respond /s/ /e/ and /s/ /i/. If some students respond /k/ /e/ and /k/ /i/, take the moment to clarify that the letter c is heard /s/ when it appears before the vowels e, i." The students proceeded to guided practice with Activity Page 7.1, where they circled the images, whose names begin with the syllables ce and ci.

Decodable texts incorporate cumulative practice of taught phonics skills.

- Decodable texts incorporate cumulative practice as they increase in complexity. For example, in Unit 4, Lesson 1 includes only letter-sound correspondences that have been explicitly taught, e.g., /b/ sounds as indicated in -introduce the chapter-. The teacher is guided to use the big book, "*Benita en la Isla*". Then, the teacher will read the chapter "Beba y Benita" to teach words with /b/. Toward the end of grade K, decodable texts include words with s /s/ Syllables that use letter-sound correspondences that have been explicitly taught."
- The instructional materials include decodable text that incorporates the cumulative practice of phonics skills that have been taught. For example, in *habilidadesy destrezas* 6, lesson 2 the chapter to read is "*Renato en la barca*" and the focus identified in the - *Vistazo de la Lección is (Decodificación)*. The text has words with bolded syllables, such as *abre, brazos, brisa, and brinca*, which were the sounds covered in the same lesson in the section -*Destrezas fundamentales - as specified in the Vistaso a la Lección - presentar los sonidos /b/ /r/*.
- The grade K materials include multiple opportunities to expose students to decodable texts that incorporate cumulative practice of taught phonics skills. For example, in Unidad 5,

Lección 17, Students will review words with h and y. The teacher introduces the chapter "*El pastel de Kiwi*" and then reads the story, and students follow along. Then, students identify words with h and y. After reading, ask students what words with h and y appear in the chapter. Decodable texts include several word patterns that were previously taught.

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

- The grade K lessons include an instructional focus with opportunities for practicing the spelling patterns in isolation and connected text after explicit instruction on a sound-spelling pattern in the materials. For example, in Unit 4, Lesson 12, the students are introduced to the sound /ñ/"*el sonido ñ*" with digital images and "*trabalenguas*," Then, students practice with "sonidos aislados" by reading from a list of words. Some words include *ñandú, niño,and moño. Sonido ñ,*". Students also have the opportunity to practice the skill in connected texts found in the unit student workbook and decodable book. "*Página de actividades* 12.1". Students complete sentences with "*palabras con ñ*". The decodable text "*La piña*" requires students to identify "*palabras con ñ.*" In the lesson's progression, students are exposed to the new spelling pattern in isolated and connected text.
- The instructional materials include lessons with an instructional focus with opportunities for practice in isolation and connected text. For example, in *Habilidades y Destrezas* 6, lesson 3 in the section *Destrezas fundamentales*, the student's first practice mixing syllables with the "*sonidos /b/ /r/*" after the teacher models using the routine movements, then students practice identifying isolated "sonidos /b/ /r/ en some syllables, and lastly, they practice an activity -Cadena de palabras-, in which students are asked to "*utilice la siguiente lista para seguir encadenando palabras cambiando la sílaba inicial o la final de la palabra. 1. brocha, 2. broma, 3 cama, 4. cabra.*" The lesson then continues to the next part "Destrezas de lectura" where in 6 bullet under read "*Renato and la barca*" it states: *Al terminar la lectura a coro, escriba en la pizarra las palabras con el grupo de consonantes br que hayan identificado. Pida a diferentes estudiantes que señalen una de las palabras y la lean en voz alta; después, pídales que señalen las letras b y r en la palabra que leyeron*. At the end of the choral reading, write the words with the br consonant group you have identified on the board. Ask different students to point to one of the words and read it aloud. Then, ask them to point out the letters b and r in the word they read.

Page **35** of **67**

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education, Inc., *Amplify SLAR Texas Habilidades y Destrezas*, Spanish Phonics, Kindergarten

Phonics 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 a variety of assessment tools, including formative, summative, and diagnostic assessments in different formats to measure student learning and adjust instruction. For example, in Unit 4, Lesson 3, materials include formative assessment embedded into the lesson to review previously learned skills; to illustrate, before "*el sonido /y/*" is introduced, "*el sonido /b/*" is reviewed with a quick check using the big letter cards for upper and lowercase B. The guidance in the materials reads as follows: "*Pídales que reproduzcan el sonido asociado a la letra b estudiada en las lecciones previas." After el sonido /y/* is explicitly taught, the students are guided to complete "*Página de actividades* 3.1," in which they color the images with the beginning sound /y/. In the end, there is also another formative assessment, "*Verificar la comprensión*" to check comprehension. This assessment includes the following prompt: "*Pida a los estudiantes que mencionen dos palabras que inicien con el sonido /y/. Esto denotará si han interiorizado el sonido inicial /y/ en una palabra.*
- The materials also include summative assessments in a variety of formats. For example, in grade K materials, Unit 2, *Guía del Maestro*, includes summative assessments on lessons 9 and 18, "*Lección* 9, includes the following summative assessments: *Destrezas de escritura, Evaluación de desempeño del estudiante: – Parte 1 (Trazar vocales mayúsculas) – Parte 2 (Trazar vocales minúsculas)." "Destrezas fundamentales, Evaluación de desempeño del estudiante: – Parte 3 (Identificar y asociar sonidos con letras)*" All expectations are aligned to the TEKS and developmentally appropriate to the student's age and readiness.

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

- The materials include clear directions for accurate administration of assessments. For example, in *Unidad 2, Lección 9, Destrezas fundamentales*, the guidance includes students recognizing the sounds /a/, /e/, /i/, /o/, /u/ at the beginning and end of simple words. The instructions continue as follows: "Students should focus on the formation of each letter, following the order you specify, whether it is as presented in the lessons (O, A, I, E, and U), or the common pronunciation order (A, E, I, O, and U). If necessary, repeat the phrases with the steps for forming each letter. Then, ask the students to look at the letters and identify them. They are expected to name A, E, I, O, and U. Afterward, ask if the letters are uppercase or lowercase. The detailed guidance helps in accurately assessing students' skills, ensuring that the objectives are met and properly evaluated. The materials provide comprehensive guidance to support teachers as they assess the students.

- Clear and consistent guidance in "*evaluación final de la Unidad 2*" is found for all skills, for example, to evaluate the writing skills in "*evaluación final de la Unidad 2*," the teacher is provided with five steps and reminders, such as 1. Students should focus on tracing each of the uppercase letters M, P, S and lowercase m, p, s,. 2. Prepare Activity Page 18.1 and distribute pencils to students. 3. Ask students. Have them look at the letters and ask them what letters they are. 4. Also, ask them where they should start each stroke. 5. Ask them to start tracing each of the letters, follow the dotted lines, and say the sound as they trace. The guidance is clear and precise to avoid confusion or misalignment.

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

- The materials include progress monitoring tools that systematically measure students' acquisition of grade-level phonics skills. For example, in *Unidad 2, Lección* 1: Basic code: Present /o/ > o, O. The materials guide teachers to conduct evaluative observations, which is a systematic approach to monitor and assess students' performance. The concrete example where teachers observe students using the "*Mezclar sílabas*" routine to blend syllables of words like "*rosa," "sapo,*" and "*loro*." This example illustrates how students' phonics skills in blending syllables are measured. Teachers are instructed to take notes of student performance in the "*Registro de observación de mezcla de sílabas.* "

- Another example of embedded progress monitoring resources is systematic observations of students' everyday activities and interactions to track learning progress. For example, Unit 7, Lesson 4 includes a "*Registro anecdótico de lectura*" and "*Verificar la comprensión*." Both tools help to assess "*sílabas trabadas con r*" and fluency in authentic situations. To illustrate, *Verificar la comprensión* provides the following guidance: "Project the digital component 4.1. Ask for a few volunteers to read a word and point to which picture it corresponds while the rest of the class reviews the correspondence on their page. Collect Activity Pages 4.1 to review and evaluate student performance." This activity serves as a progress monitoring opportunity.

- Another progress monitoring tool is the chart "*Registro anecdótico de destrezas*." This chart is intended to keep track of students' progress and identify specific areas of need. For instance,

in Unit 1, *Guía del Maestro*, section "*Recursos para el maestro*" provides a visual of the *registro anecdótico de destrezas* to ensure its proper and systematic implementation for all users. The guidance highlights the areas that must be included, such as, name, lesson, and date and it provides an example of possible anecdotal notes. To illustrate a sample note, "*Ellis dijo que el sonido que hizo el libro y el sonido que hizo la tiza eran iguales. Le mostré los sonidos una segunda vez (cerrando el libro con fuerza, luego dibujando con la tiza en la pizarra) y le volví a preguntar si habían hecho el mismo sonido...*" The sample anecdotal note gives clear parameters or teachers to document strong notations about their students.

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

- The materials offer assessment opportunities throughout the school year, aligned with progress monitoring tools. For example, Unidad 2 includes "*Lección* 9 *La* Evaluación *intermedia de la Unidad*," which has three parts: evaluating students' ability to trace letters in uppercase and lowercase and their ability to identify and associate sounds with letter images. In addition, each unit contains a final unit assessment. For example, Unit 2, Lesson 18 final assessment has two parts: evaluating the ability to trace consonant letters and to identify and associate sounds with letters, as well as identifying common words. To illustrate, "*identificar y asociar sonidos con letras e identificar las palabras comunes y, el, la.*" The materials provide continuous assessment opportunities and tools to analyze the student data to support decisions for progress monitoring purposes.

- The materials also provide guidance on which students need progress monitoring based on assessment data analysis in addition to the formative, summative assessments, As explained in "*Evaluación diagnóstica*" administered in Unit 1, "*Al comienzo de kindergarten, cualquier respuesta mayor a cero es un buen resultado. Una calificación de tres o más es muy buena. Esa calificación indica que el estudiante puede escuchar sonidos diferenciados y puede combinarlos para formar una palabra.*" This exemplifies how the materials are designed to set a baseline for each student and be able to monitor progress based on their own particular needs.

Phonics 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 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, including charts, tables and frameworks for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. For example, in "*Hoja del registro para la evaluación de mitad de año de desempeño del estudiante*", offers charts and tables organized for the skill identify initial and ending sounds. The information gathered from the assessment tools helps teachers plan for differentiation. As explained in Unit 1, Lesson 6, The teacher is guided to use the assessment summary sheet to record scores. Students who score "Meets Expectations" or "Exceeds Expectations" on most strokes will likely be ready to try writing letters, a task presented in Unit 3.
- Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. The information gathered from the assessment tools helps teachers when planning differentiated instruction. For example, in the materials website, Section Program Level resources, the Corrective feedback planning tool functions as a structural framework that will allow the teachers to identify areas of opportunity, offer timely feedback and track student progress over time.

Page **39** of **67**

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education, Inc., *Amplify SLAR Texas Habilidades y Destrezas*, Spanish Phonics, Kindergarten

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 to analyze needs of students. For example, in "*Hoja de registro para las Evaluaciones*" Intermedia y Final de la Unidad 2, the materials indicate "…teachers can assess their instruction and make adjustments when the data shows areas of need class-wide." The materials include teacher guidance when planning whole-class instruction based on data. For example, "*Evaluación intermedia de la Unidad 5*" provides data such as oral segmentation, phonological awareness, phonics, tracing letters, syllables, and words. The assessment reports categorize students by skill mastery and suggest instructional groupings, including reteaching and extension.
- The data management tools are both in digital format and hard copy to enable teachers to document whole-class data regarding progress, as shown on material website, Section program level resources, Corrective feedback planning tool chart, "*Tabla para planear la ayuda correctiva," "Utilice la siguiente tabla para planear cómo proporcionará ayuda correctiva en las lecciones. Puede utilizar esta herramienta para cada unidad o Lección según lo necesite. La tabla se puede usar para toda la clase o para planear la instrucción de grupos pequeños....*"

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

- The materials include guidance on how to determine frequency of progress monitoring based on students' strengths. Materials include specific suggestions on the frequency of progress monitoring based on data from diagnostic assessments. For instance, the online assessment guide recommends three levels of progress monitoring including "*tipo de necesidades de instrucción, agrupamiento, duración, intervención, frecuencia de monitoreo, objetivos y pasos a seguir.*" According to the assessment guide, A Level 3 student needs intensive small group or individual intervention (1–2 students) for 30–45 minutes, 3–4 times per week for 4–6 weeks. Progress evaluation for this student should be 1–2 times per week with the goal of 80%. Objective achieved: Move to level 2 or remain at level 3. Objective not achieved: Remain at level 3.
- The materials guide teachers to monitor progress at a frequency appropriate for the age and skill development. For example, the grade K materials include in several lessons the section "*Verificar la comprensión,*" to gather information over student's needs, as shown in Unit 2, *Guía del Maestro*, "*Varias lecciones incluyen además secciones para Verificar la comprensión de manera rápida*. The materials emphasize to pay attention to the information collected daily, which will allow you to quickly determine which students need to be retaught with a learning objective or who need to continue practicing particular skills, for which you can use the additional support activities at the end of each lesson. Each unit has a chart that shows the embedded "Verificar la comprensión" evaluations. For example, "*Evaluaciones en la Unidad 2, Verificar la comprensión, Lección 1, Lección 2 (3), Lección 3 (1), Lección 12 (2,) Lección 15 (3)*" It is important to highlight that the number in parenthesis refers to the part of the lesson.

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

- Materials include guidance on accelerating learning based on the progress monitoring data to reach mastery of specific concepts. The teacher guidance documents explain how the data from a progress monitoring assessment can be used. For example, section *Guía de evaluaciones*, subsection: "*Cómo se utilizan los datos*", explains how it allows the teacher to monitor progress on each objective of the lesson's main focus and adjust instruction as necessary.

- The instructional materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. In the online resources under the Program Level Resources, there is a file titled Corrective Feedback Planning Tool. It provides teachers guidance on its use in the second section titled "*uso de la herramienta para planear el apoyo correctivo.*" The second portion includes a section titled "*Errores comunes y guía para proporcionar ayuda correctiva,*" which lists different problems or mistakes the students may have, followed by recommendations to accelerate learning. At the end, it provides the teacher with a tool to plan for accelerated instruction, "*Tabla para planear la ayuda correctiva.*" It provides a sample as well as a blank copy for them to use. Additionally, it includes a registry to be created for individual students, "*Ayuda correctiva y registro de progreso.*"

- The teacher's guide also includes tables that specify which activities in the program to assign to students who have already demonstrated mastery of the objective. For example, "*Evaluación de mitad de año*" in Unit 5 includes a chart with the names of the sections in the evaluation, the possible scores, and the recommended task or evaluation based on the score.To illustrate, "*Si un estudiante obtiene 13 puntos o más en Asociar sonido-letra, no se requiere ota evaluación. Por el contrario, un estudiante con 8 puntos o menos, necesita Evaluación para mezclar y escribir palabras, Evaluación para fonemas y segmentar sílabas y Evaluación para identificar sonidos iniciales y finales. También se explica que "Para los estudiantes que no obtengan el puntaje deseado en la Parte 1 (Conciencia fonológica y conocimiento fonético), se ofrecerá en la siguiente sesión de trabajo (Pausa), una evaluación de mezcla y escritura de palabras, una evaluación de segmentación de sílabas y otra más de identificación de sonidos, las cuales le permitirá determinar si hay una o más situaciones problemáticas con esas destrezas.*"

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 in Spanish 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 in Spanish 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)

- Materials include explicit and systematic instructional guidance on developing oral language and oracy through a variety of methods. For instance, each unit includes "*rutinas académicas*" and "*rutinas de comportamiento. " Rutinas de comportamiento"* include explicit teaching of listening and speaking skills such as "*Escuchar con atención*," "*Mantener conversaciones respetuosas,*" and "*Elegir el tono de voz*." To illustrate, in Unit 3, Lesson 1, before the guided practice activity with "*palabras comunes las y los,*" the students review *Mantener conversaciones respetuosas* which provide guidance for how to take turns when having a classroom conversation/discussion. As documented in the guidance, "*Es muy importante que los estudiantes aprendan a escuchar activamente, toman turnos e inician y mantengan conversaciones respetuosas con sus compañeros y con los maestros*." The guidance continues enumerating the guidelines for productive and respectful conversations in the classroom. For example, "One person speaks at a time. We pay attention to the partner who speaks to understand what they are saying about the topic. We help each other and forgive each other." This systematic and explicit instructional guidance helps set clear learning objectives and provides opportunities for teachers to model, coach, provide feedback while students interact in guided and independent practice of the skills.
- The materials include oral language and oracy practice through a variety of methods (e.g., modeling guided practice). For example, in grade K materials, *Guía del Maestro*, Unit 4, Section "*Leer Camino a casa,*" the materials guide teachers to "Read the chapter for the first

time so students hear the story. Do a second reading so they echo after you." The materials continue to guide teachers through phonemic awareness and listening comprehension activities before providing opportunities for oracy and oral language development. The lesson culminates with an oral summary of the story, and the materials guide teachers and students with the following questions and sample answers: What was the first thing that happened in the episode The Way Home? (Benita gets into the car.) What happened next? (They pass through a forest. They arrive home.) What was the last thing that happened in this chapter? (Benita meets Cuqui.) To illustrate, "*Repase con todos los estudiantes la secuencia de eventos del capítulo Camino a casa. Haciendo uso de palabras temporales, guíe a los estudiantes mientras vuelven a contar los eventos de la historia. Sus preguntas deben incluir: ¿Qué fue lo primero que sucedió en el capítulo Camino a casa? (Benita sube al carro.) ¿Qué pasó después? (Pasan por un bosque. Llegan a casa.) ¿Qué fue lo último que pasó en este capítulo? (Benita conoce a Cuqui.)*" In addition to providing student guidance and guiding questions for teachers to support students thinking, it also provides sample answers to coach students in accomplishing oral summarization.

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

- The materials include opportunities for students to engage in academic communication for different purposes. For example, in *Unidad 3, Lección* 1, in the section "*Cómo elegir el tono de voz,*" An opportunity for students to engage in social and academic communication to create a dynamic and engaging learning environment is evident in the following guide. "If you want to suggest that a student, use a different voice level, show the number of fingers that corresponds to the level. For example, hold up two fingers and say, "You are talking to a partner next to you; please use level 2. When you finish reviewing the routines, announce to the students that they will work in pairs. Give them a few minutes to regroup in this mode. Tell students that they will converse with a partner using the common words they have seen." For instance, Unit 8, Lesson 1, provides opportunities for students to practice the skills learned in the activity previously described (*Cómo elegir el tono de voz*) and encourages students to bring in their ideas when discussing the text "*¡A empacar!* ", the guidance tells teachers to "...before you begin, you can write some sentence frames on the board to help students respond in complete sentences. For example: "Bruno goes camping to...", "Bruno looks for..." "...packs his boots." Organize students into pairs and have them take turns with their partner to ask and answer these same questions conversationally." Students have recurring opportunities to communicate with other students.
- In addition, in grade K, *Guía del Maestro*, Unit 8, *Lección* 1 "*Presentar el capítulo,*" the materials provide another opportunity for social communication. The guidance tells teachers to introduce the book "*Bruno y el Bosque*: "Take a brief "picture walk" of the images throughout the book and, as you look at them, ask what objects they recognize. As you hike, ask questions like: "Does anyone know what camping means?" "Raise your hand whoever has gone camping." "If you've never gone camping, what do you think you should bring?" Then, explain to them that before reading the first chapter, titled "Let's Pack!", they will play a game of naming the parts of the book..." Connecting previous experiences and knowledge provides

students to engage in socialism communication while activating or building background to understand better and engage in the upcoming text.

- As the lessons progress from Unit 8, *Lección* 3 in the section "*Destrezas de lectura*" under the subsection Leer "*En el bosque* ", the teacher is guided to first read the story aloud for students' enjoyment, following along left to right from top to bottom using their index finger. Then, the teacher is asked to do a second reading as an echo read. The materials guide the teacher to form groups of students to answer a couple of questions as followed: "*Pida a los estudiantes que trabajen con un compañero para hacer y responder algunas preguntas sobre lo que se necesita para acampar y lo que les gustaría hacer o ver en el bosque.*" The materials set expectations for the social interaction by asking the teacher to explain the following: "Ask them to first greet each other by saying the name of their partner. For example, "Hello, Estela"; Hello, Ivan." As a visual aid, write the questions on the board, followed by sentence frames for the answers, for students to model. For example: What would you take camping? What would you use it for? I would bring....to.... (a lamp/see at night). What would you like to see in the forest... (a star)? When they have finished, indicate that together they will summarize the story. chapter to remember what happened first, next, and at the end." The materials strategically provide opportunities for social interaction as a preamble to academic conversations.

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

- The materials include authentic opportunities in Spanish for students to listen actively and share information by responding to texts with peers during direct instruction. For example, in Unit 3, Lesson 7, the students listen to the text No, no Milo as they make movements anytime, they actively listen for a word with the letter /n/. The students proceed to read phrases from the book. The materials guide the teacher to "Read the chapter No, No, Milo and ask students to laugh, clap, or make a face when they hear any of the magic bag words. After reading, encourage students to read one of the sentences from the story on their own. Do the activity in turns and remember the importance of respect among peers." Providing active listening opportunities in Spanish will provide purpose for listening attentively and support listening comprehension in students.
- Materials include authentic opportunities in Spanish for students to ask questions and engage in discussion to understand information and share information and ideas by including conversation prompts. For example, the grade K *Guía del Maestro*, Unit 9, *Lección* 8 includes conversation prompts for students to organize and share their thinking. To illustrate, in the section "*Leer Arroz con maíz y majarete* ", the guidance provides tells teachers to organize students in triads as indicated "...*los integrantes de cada grupo pequeño discutan la respuesta entre ellos, revisando la información y las imágenes del libro.*" In addition, the guidance provides probing questions to promote students' engagement in discussions and as follows: "Use this procedure with the following questions: What is the theme or central idea of this chapter? (rice with corn and majarete) Does the chapter give us information or present us with a story with characters? (Gives us information). What does the image on page 33 show, and what is it for? (It is a map and serves to show us where the Dominican Republic is.) What

is the majarete? (It is a dessert with creamed corn, sugar, and cinnamon) ..." The materials provide sample answers to support teachers in coaching students to reach the best possible answers.

- The instructional materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. This is evident in Unidad 8, *Lección* 5, in the section "*Destrezas de lectura* ". This section has three focuses one of which is "*Los estudiantes responderán preguntas de comprensión sobre la lectura del capítulo La fogata* ". The teacher passes out the reading book since the teacher will read the story out loud and they are to follow using their index finger. The teacher first reads for student enjoyment; then the guidance says, "Then, mention that they will read the chapter again, but in echo and that they will become detectives who look for all the words that end in l within the reading (*el, del, final, farol, árbol, mil*). Reiterate that they should only be those that end in the sound /l/. The last guidance bullet states, "Tell students that before finishing, they will all summarize this chapter together. Take advantage of the summary questions to work with the Question Observation Log to comment. What was the first thing that happened in the chapter 'The Campfire'?" (When it gets dark, Dad lights a lantern, and Mom makes a bonfire.) "What happened after?" (Dad roasts chocolates, and Adri wants to eat many.)"

Foundational Skills

5.C.1	Alphabet Knowledge (K only)	24/24
5.C.1a	Materials include a systematic sequence that is authentic to Spanish 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 in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)	6/6
5.C.1c	Materials include guidance in Spanish for the teacher to provide explicit (direct) and systematic instruction for letter formation for the 27 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) in Spanish 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 that is authentic to Spanish for introducing letter names and their corresponding sounds. Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet (upper and lowercase) and their corresponding sounds. Materials include guidance in Spanish for the teacher to provide explicit (direct) and systematic instruction for letter formation for the 27 letters of the alphabet (upper and lowercase). Materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish 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 that is authentic to Spanish for introducing letter names and their corresponding sounds. (PR 2.A.1)

- Materials include a systematic sequence that is authentic to Spanish for introducing letter names and are designed to follow the sequence of structural letter-sound transparency in Spanish; therefore, vowels sounds are introduced before consonant sounds, as established in grade K material, *Guía del Maestro*, Unit 1, section "*Introducción*" mentions that the program is organized based on the following fundamental pedagogical principles that serve as a conceptual framework for all lessons: As students develop phonological and phonemic awareness skills, they will be learning the five vowel sounds as a prerequisite for the reading and writing process. They will then learn to combine vowels with the most frequently used consonants to form open syllables (e.g., *ma, me, mi, mo, mu*). Open syllables or syllables that follow a consonant-vowel (CV) pattern represent the most common syllable pattern in Spanish.
- The instructional materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. For example, in the "Year at a Glanc

e " for grade K, the materials describe the systematic sequence of teaching phonics explicitly and systematically, focusing first on phonemes and then connecting the sounds to the letters. It avoids using the letter names in the first lessons since it is more important to know the sounds of the letters vs. the names of the letters in the reading process. To illustrate, in Unit 2, section "*Usar el nombre de las letras*," the guidance states: "*A lo largo de las primeras lecciones de esta unidad, se le anima a evitar el uso de los nombres de las letras. Esto se debe a que algunos estudiantes se confunden con los nombres de las letras. Piensan que la letra "dice su nombre." Los estudiantes pueden tratar de leer la palabra gato como "ge-a-te-o." De hecho, solo cinco de las veintisiete letras del alfabeto español "dicen su nombre" al pronunciarse: las letras a, e, i, o y u.*" The guidance offered by the materials include a systematic sequence that is authentic to Spanish for introducing letter names and provides opportunities for helping teachers actively listen and engage in discussions to help students better understand letter names.

- Another example, the materials introduce the vowels individually in the first 5 lessons in Unit 2. Additionally, there are other 3 lessons to review the vowels before introducing students to the most common consonants such as m, p, and s, and their corresponding sounds in the rest of the unit. As explained in the Introduction, "*En esta unidad se verán las consonantes m, p y s. Las consonantes se presentan una a la vez y se practican con las vocales y con otras consonantes que los estudiantes han aprendido previamente. Al enseñar primero la correspondencia más común entre sonido y letra, los estudiantes aprenden los aspectos más simples del código alfabético del español antes de enfrentarse a las características más complejas.*"

Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)

- Materials include guidance for the teacher to provide explicit instruction in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet and their corresponding sounds. The materials include background knowledge for teachers on the rationale for explicitly teaching letter identification. For instance, the teacher guide in each unit lists the letters or clusters of letters that will be introduced in the unit and how they will be taught. As explained in the Introduction of Unit 3, "*Los seis sonidos que se presentan en esta unidad y las letras minúscula y mayúscula que les corresponden son los siguientes*: 1. /l/ > l, L. 2. /d/ > d, D. 3. /n/ > n, N. 4. /f/ > f, F. 5. /t/ > t, T. 6. /rr/ > r, R. 7. /rr/ > rr… *cada sonido nuevo se presenta con actividades orales y luego se muestra a los estudiantes cómo dibujar el sonido*." The guidance explains, "The activity pages provide practice tracing the letters." "Lessons begin by introducing the sound and then show how to trace the letter, explaining that the letter is a "picture" of the sound. The concept of drawing sounds is a very effective teaching technique as it makes the logic of the alphabetic code clearer to students."
- The kindergarten materials include scripted instructions for each letter of the alphabet that include teaching the sound of the letter, naming the letter, and learning a keyword for the

letter. For example, in grade K material, *Guía del Maestro*, Unit 2, Lesson 1 explains, "Tell students that the first sound they will learn is the /o/ sound..." "Provide a hand mirror to each student. Ask them to say the /o/ sound, lengthening it (oooooo), while looking in the mirror, so they can see the movement of their mouth when they say it..." "...Then, show the Large Letter Cards for o, the capital letter first, and then the lowercase letter, and say that that is the stroke of the /o/ sound. Have them say the /o/ sound while you show the card and look in the mirror. Tell them to focus on the shape of their mouth when they make the /o/ sound..." The materials provide clear, explicit guidance for direct instruction geared to develop automaticity in letter recognition.

- The materials also include games and daily practices to develop student automaticity in the identification of the 27 letters of the Spanish alphabet and their corresponding sounds. For example, in Unidad 2, Lesson 8, "*Repasar El Sonido y La Letra De Las Vocales, Vocales minúsculas y mayúsculas* ". The guidance for teachers is as follows: "Say that you are going to play "I Spy" again. Ask students if they remember the song. Sing it so they remember it. Explain that after you say, "And what letter is it?" you will place the Small Letter Cards you prepared on the pocket chart, and they will have to say what it is. In the same way, when you say, "And what does it sound like?" they must say the sound; and when you say, "And what is it like?" they must say if it is uppercase or lowercase." The guided script is to be used with scripted lessons for each both uppercase and lowercase letters.

Materials include guidance in Spanish for the teacher to provide explicit (direct) and systematic instruction for letter formation for the 27 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)

- Materials include systematic guidance in Spanish for the teachers to provide explicit (direct) instruction for letter formation for the 27 letters of the alphabet (uppercase). The materials teach letter formation at the same time that the students learn letter-sound correspondence. In grade K, when a new letter is introduced, the students learn the sound, the name, and the upper- and lower-case form. The materials include specific and precise terms, phrasing, and statements that teachers can use during core instruction to model letter formation. For example, in Unit 4, Lesson 2, after the students learn the name and sound of the letter b, they are guided to recognize the letter that represents that sound. The teacher's guidance is as follows: "Explain that they will know the letter of the /b/ sound that they have worked on so much in the previous lesson. Trace the b on the board while pronouncing the /b/ sound; explain that it is the lowercase b. Do the same with capital B..." The guidance moves on to tracing the letter "*Trace en la pizarra la b mientras pronuncia el sonido /b/; explique que se trata de la b minúscula. Haga lo mismo con la B mayúscula.*"

- The materials include teacher modeling for the letter formation. For example, in Unit 1, Lesson 1, teachers are asked to use the *Tarjeta grande de letras* for both upper and lower case to trace the letter /o/. It guides the teachers to draw the sound in the air and asks the students to imitate the movements and say /o/. The teacher then does the same on the whiteboard. It also reminds the teacher that when modeling tracing, they must give their back to the students, "*De modo que la posición de sus brazo derecho coincida con el de ellos y puedan visualizar su movimiento.*" The lesson even provides the teachers with specific phrases to repeat as they

model the tracing of the letter "*Empiezo entre la linea punteada y la linea de abajo. 1. Dibujo un círculo hacia la izquierda. 2. Digo /o/. The same is done with the Tarjeta grande with the O mayúscula.*" The materials are consistent with the teacher's guidance and cover all 27 letters of the alphabet in Spanish.

Materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)

- The materials include contextual alphabet practice activities, resources, and practice within meaningful print. For example, the materials include activities incorporating sentences or short texts where students identify specific letters, e.g., letter b, as shown in grade K materials, *Guía del Maestro*, Unit 4, Lesson 2, "Read Beba and Benita. The materials guide the teacher to read the chapter aloud once, straight through. Emphasize words that contain the initial /b/ sound (for example, by lengthening it). In this reading, the teacher points to each word with their finger as they read, showing the text and images on each page at the same time. The materials guide the teacher to Invite other students to point to the syllables of the following words as you read: "Be-ba, boot-tas, and bo-ni-to."
- The materials include a variety of resources in Spanish for students to develop alphabet knowledge in the context of meaningful print. For example, in Unidad 3, Lesson 3, the resources are provided in the "Lesson Slides" section of the teacher's materials to display for students. In this example, the slides provide the images of "lowercase I" and "uppercase L." The lesson slides provide a meaningful print image of the letters to help students understand the relevance and application of letters in real-life scenarios. Exposure to letters visually helps reinforce students' knowledge of the alphabet.
- Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce alphabet knowledge both in isolation and in the context of meaningful print. For example, in Unit 6, Lesson 8, the students will Repasar palabras con br, tr, y pr. First the materials guide the teachers to do a review of segmenting syllables with their hands. Then, the students practice *Sonidos aislados* with the /t/ /r/ and the teacher may choose to follow the sound routines for /b/ /r/ and /p/ /r/. Later in the lesson in the Destrezas de escritura, students then practice writing words with br, tr y pr in the *Página de actividades* 8.1.

Foundational Skills

5.C.2	Letter-Sound Correspondence	30/30
5.C.2a	[Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. (PR 2.A.1)](#)	4/4
5.C.2b	[Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish 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 in Spanish 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 authentic Spanish decodable connected text. (PR 2.A & 2.A.3) (S)](#)	24/24

The materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish 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 in Spanish 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 authentic Spanish 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 in Spanish. (PR 2.A.1)

- Materials explicitly and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. In grade K, the online Year-at-a-Glance resource shows the progression that starts with the vowels and continues with the most useful consonants to encode and decode words in Spanish. For example, in Unit 2, lessons 1–5, the vowels are introduced individually t, and the most common consonants, such as m, p, and s, are taught in lessons 10, 13, and 16, allowing students to decode CV words. As explained in the Introduction, "...students ...will be learning the five vowel sounds as a prerequisite for the reading and writing process. They will then learn to combine vowels with the most frequently used consonants to form syllables with a consonant-vowel (CV) pattern, for example: *ma, me, mi, mo, mu.*"
- The material provides scripted lessons the teacher can use to teach letter names and sounds explicitly. For example, in grade K materials, *Guía del Maestro*, Unit 2, Lesson 11, students review the letter m before reading and spelling words. The materials provide teachers with a rationale for the upcoming scripted lesson to better internalize it and deliver it, ensuring consistency as follows: "Mix syllables with the initial /m/ sound. Tell the students that they are going to mix syllables with the /m/ sound to form new words. Explain that syllables are two

sounds together that are said in a single voice and that, when the sound /m/ joins with vowels, the syllables *ma, me, mi, mo, mu* are formed." The explicit guidance for the lesson says, "Let's mix the syllable ma to make a word. Repeat after me: *ma-má*. Say the syllables slowly. Then mix up the word: mami. Have students repeat the syllables and blend them using the hand movements from the *Mezclar sílabas* routine."

Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish 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 guide teachers in direct instruction in Spanish, emphasizing the connection between phonemes and letters within words. For example, in Unit 4, Lesson 1, teachers instruct students to connect the phoneme /b/ to the letter by identifying it in syllables.
- Materials include a guidance in the Teacher's Guide that includes strategies for correcting misconceptions about phoneme-letter connections. In the teacher's guide, it is explained that some words are short and can be read sound by sound. These words are frequent in various texts, and it is crucial to pay attention to these words, as their quick recognition makes reading easier. This guidance helps teachers proactively address and prevent common errors by providing specific feedback to students. To illustrate, "*Explique que algunas palabras son breves y pueden leerse sonido por sonido. Estas palabras son frecuentes en diversos textos como cuentos, instructivos, recetas, folletos, y carteles. Es crucial prestar atención a estas palabras, ya que su rápido reconocimiento facilita la lectura.*"
- The grade K Teacher's Guide includes a section with information on common decoding mistakes and suggestions for the teacher to provide explanatory feedback for students based on common errors focused on connecting phonemes to letters within words. For example, in Unit 3, Lesson 16, "students learn how to decode and encode the letter "r." The teacher highlights the different sounds the letter makes depending on whether it is at the beginning, middle, or end of a word in the section: *Más ayuda con la diferenciación de /RR/ medial o inicial ¿r o rr?*" The materials guide the teachers to distribute the RM 16.1 activity page. Ask students to mention the images they observe: *perro, rana, rosa, urraca, tarro, loro*. The guidance continues suggesting segmenting each word into sounds. First, pausing /rr/.../a/.../n/.../a/, then stretching sounds *rrraaanaaa*, and finally, the complete word: *rana*. The scripted guidance suggests "*Pregunte: "¿La palabra rana tiene el sonido /rr/? ¿En cuál posición escuchas el sonido /rr/? ¿Si está al inicio se escribe con r o rr?*" The materials close the guidance with the following suggestion: "Take the opportunity and remember the use of r when the /rr/ sound is initial and the use of rr when the /rr/ sound is medial and between vowels. Ask them to circle the pictures, with red if the /rr/ sound is medial and green if it is initial. Repeat the process with each of the images."
- The instructional materials include guidance for the teacher to provide direct and explicit instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. The entire *Guía del Maestro* is written in Spanish, which includes guidance and prompts for direct and explicit instruction. In lesson 10 in the subsection "*Presentar el*

Texas Instructional Materials Review and Approval (IMRA)

Amplify Education, Inc., *Amplify SLAR Texas Habilidades y Destrezas*, Spanish Phonics, Kindergarten

sonido /m/ y silabas con m ", the teacher is guided to model for the students how to combine sounds to build syllables using the *Tarjetas grandes de letras*. The teacher models combining the letters m and a to make ma and then does the same for all the other vowels to build mi, me, mu, and mo. The teacher is guided to move on once the students have mastered the exercise "*Mezclar sílabas*" with their cards to form a word. Further guidance is given to pair the students to mix their syllable cards to form words such as *mamá, Memo, Mimí*, and *mima*. In the Extensión subsection it states, "*Es importante enseñar las sílabas también en un orden diferente, de modo que los estudiantes realmente aprendan a mezclarlas y no solo las memoricen en cierto orden.*"

Materials include a variety of activities and resources in Spanish 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 authentic Spanish decodable connected text. (PR 2.A & 2.A.3) (S)

- Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one syllable words in isolation. For instance, in Unit 2, Lesson 10, students will practice and review syllables with the sound /m/. The teacher's guide includes the following instructions for teachers, and it begins by suggesting, as part of the review, to show the letter M card and letter A card while asking students the sounds the different letters make to form the syllable ma. The guidance suggests ending the activity by showing the card for syllable ma while saying the syllable out loud. To illustrate in Spanish, "*Muestre la Tarjeta grande de la letra m. Pregunte: '¿Qué sonido decimos cuando vemos este dibujo?' (/m/) Señale la Tarjeta grande de la vocal a y pregunte: '¿Y qué sonido decimos cuando vemos este dibujo?' (/a/) Junte las dos tarjetas, m y a, y diga: 'Cuando combinamos el sonido /m/ con el sonido /a/, decimos /ma/.' Luego, muestre la Tarjeta grande de sílabas para ma. Pida a los estudiantes que digan la sílaba con usted: ma*." Follow-up guidance instructs the teacher to use "*Las Tarjetas grandes*" *mi, me, mu, mo*, displaying the corresponding cards, guiding students to recognize whole syllables instead of individual sounds gradually.
- The instructional materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one syllable and multisyllabic words in isolation and authentic Spanish decodable connected text. This is evident in Unit 2, Lesson 12. At the beginning of the lesson in "*Destrezas fundamentales* ", the students recall the sounds they know (learned). The teacher places the *Tarjetas grandes* on the board, and the teacher says the sounds, and students identify the letter that corresponds to the sounds. The lesson then continues with a guided activity of "*Mezclar fonemas''* with arm and hand gestures followed by "*Mezclar sílabas* ". With guided practice, once again, using the *movimientos de rutinas* with their hands and arms. Then, the teacher guides the students to listen as they manipulate phonemes. The lesson then continues with the main objective, which is "*Presentar la palabra común* ". The teacher is guided to have the students take turns putting names on both sides of the new word and emphasize the new word, y. All students have the opportunity to participate.

Foundational Skills

5.D.1	Phonological Awareness (K–1)	12/12
5.D.1a	Materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish 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 direct and explicit instruction authentic to Spanish 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) in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to grade-level Spanish TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)	6/6

The materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish 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 direct and explicit instruction authentic to Spanish 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) in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to grade-level Spanish TEKS (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish 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 phonological awareness lessons in the materials are systematically designed to follow an authentic Spanish sequence closely aligned with the TEKS. These lessons begin with simple phonological awareness activities and gradually progress to more complex tasks, ensuring a structured and comprehensive approach to developing students' phonological skills. For instance, in grade K, Unit 1, Lesson 5, students count words in spoken sentences and use hand gestures and visual aids to blend syllables and phonemes. As the year progresses, they start blending syllables more independently and segmenting 2–3 syllable words such as "*hola > ho-la, helado > he-la-do*" as represented in Unit 5, Lesson 3. By the end of the year, in Unit 9,

Lesson 1, students are able to blend and segment multisyllabic words and tackle more complex skills, such as "*sonidos /ch/, /rr/, /y/.*" In addition, in "*Mapa curricular de Kindergarten Habilidades y Destrezas*" Unit 5, as part of developing phonological awareness, students learn the sounds of letters h, ch, z, g, y, w, k, x. Also, students practice segmenting words into syllables and continue with the routines of isolated sounds and rhyming words. This highlights the progression to more complex skills, such as segmenting words into syllables and practicing rhyming words.

- The materials include a TEKS-aligned Spanish sequence for systematically and authentically introducing phonological awareness, beginning with larger units of sounds and gradually transitioning to smaller units of sounds. This becomes clear in Units 1–2, where students identify environmental sounds, count the words in spoken sentences, and orally manipulate syllables. From Units 3–9, students are progressively introduced to smaller sound units. Each new sound is introduced through oral activities that involve blending and segmenting syllables, recognizing rhyming words, identifying the initial, medial, and final positions of specific letters in words, and distinguishing one sound from another. For example, Unit 8, Lessons 5–8, cover reviewing "*sonidos finales /l/, /r/, /n/, /s/*" with activities that require students to orally segment multisyllabic words and identify the position of the target letter. Additionally, Unit 9, Lesson 4, reviews the difference between "sonidos /p/ y /b/" with "*Tarjetas de imágenes*" and questions like "*¿Cuál palabra inicia con p?*" (pato), *¿Cuál palabra inicia con b?*" (boca)."

- In Unit 2, the students begin to make connections with letters and sounds and as they develop phonological awareness and phonemes, they begin to learn the sounds of the five vowels as they blend syllables orally and begin to identify common words. In Units 3–5, students learn to segment words into syllables, identify rhyming words (*yate-bate, pato-gato*) as six to nine new sounds per unit are introduced, and practice the academic routines to practice blending and manipulating phonemes and syllables. In Units 6–8, students are introduced to groups of consonants and begin to complete spelling dictation of words and phrases related to their reading book. In Unit 9, students review digraphs ch, ll, and rr and begin to read informative texts as they continue with their spelling words and sentence dictations.

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

- Materials include direct and explicit instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. For example, in Unit 3, Lesson 16, when identifying the "*sonido medial /rr/,*" students are given a list of words such as "*tierra (medial) y rojo (initial)*" and asked to determine if the sound /rr/ is in the initial, medial, or final position. To avoid student misconception when completing the task, the teacher is provided with the "*Apoyo a la enseñanza*" sidebar, which suggests reviewing the meaning of letter positions with students as follows: "The initial sound is the first that comes out of the mouth when pronouncing a word and the final sound is the last sound, the medial being the one we say between them."

- In addition, in Unit 2, Lesson 3, *"Extensión"* the instruction explicitly addresses the potential confusion between the Spanish sound /i/ and the English sound /e/. The lesson uses the sound /i/ in Spanish and compares it with the English sound /e/, an authentic phonological feature of Spanish. It includes using images and "*Tarjetas grandes de letras*" for "i" and "I" in Spanish. The example provides a strategy for giving feedback by using auditory discrimination activities and contextual sentences, helping students understand why they might be making the error and how to correct it. To illustrate it, "Pronounce the words, separating them into syllables and ask them to repeat them after you. Then, say that you will pronounce the syllables, and they must say the complete word. Show the image of each word while doing the exercise."

- The instructional materials include direct and explicit instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. This is evident in Unit 4, Lesson 16 in the subsection "*Conozco ese sonido from Destrezas fundamentales* ". In the first section, students are explicitly explained and taught how to segment a word using their daily movement routines. The teacher models and then has the students do it on their own while the teacher makes observations to ensure students demonstrate mastery. The teacher then observes the students as they pronounce sounds in the following activity. The teacher makes a sound, and students stand if they have the letter card that matches the emitted sound. As a marginal note, the teachers may find "*Apoyo a la enseñanza*," which provides teachers with feedback on how to articulate the sounds so students can remember and may repeat the sound themselves.

Materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to grade-level Spanish TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)

- Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to grade-level Spanish TEKS. For example, in Unit 2, Lesson 2, "*Mezclar sílabas*," The example provides a specific activity focused on blending syllables with the sound /b/, using different words to practice this skill. The activity incorporates a physical routine (hand movements and clapping) to help students remember the process of blending syllables, which is a memory-building strategy. To illustrate, "Use the following procedure to blend the syllables. Remember to face students when demonstrating the mixing procedure. Demonstrate how to do it: Place your fists forward, palms facing down. Say the syllable ca while turning your right fist and opening it. Say the syllable sa while turning your left fist and opening it. Say the word house while clapping." The example of the syllable blending routine with the sound /b/ offers a clear and engaging activity in Spanish that helps students develop, practice, and reinforce their phonological awareness skills and aligns with kindergarten Spanish TEKS.

- The materials include activities and resources aligned with grade-level Spanish TEKS to practice and reinforce students' phonological awareness skills. For instance, in grade K, students engage with songs, games, and manipulatives to practice and reinforce phonological

awareness. This is evident in Unit 2, Lesson 10 when students review the vowels before studying the letter /m/. The lesson starts with the song "Ronda de las vocales (canción popular)," in which students use body movements to review the vowels and sound correspondence. The song reviews the vowels as students use the vowel cards. Mirrors are also used for students to observe the movement of the mouth as they are guided to produce the /m/ sound. "*La mona Mimí* ", a short poem, is another resource in this lesson to practice and reinforce phonological awareness. The students use gestures as follows, and students repeat them with the teacher: mona, Mimí, maní, menos, me.

- The materials also provide resources as online interactive activities to practice and reinforce students' phonological awareness skills. For example, grade K materials have online access to Texas Hub Student, where the students develop, practice, and reinforce phonological awareness skills such as sound recognition and letter recognition supported with visual aids and audio stimulation.

Foundational Skills

5.D.2	Phonemic Awareness (K–1)	13/13
5.D.2a	Materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables. (PR 2.A.1)	3/3
5.D.2b	Materials include direct and explicit instruction authentic to Spanish 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 direct and explicit guidance in Spanish 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 in Spanish 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 and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables. Materials include direct and explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include direct and explicit guidance in Spanish 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 in Spanish for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables. (PR 2.A.1)

- The materials include a systematic and authentic Spanish sequence for phonemic awareness activities, starting with phoneme identification, blending phonemes into syllables, and progressively advancing to more complex tasks like syllable and phoneme manipulation. In grade K, Unit 2, Lesson 16, before studying "*el sonido /s/,*" the students play the game "*Adivinando, ando*" to review initial sounds of previously taught letters in words such as "*pato, mamá, elefante, abeja, oso;*" the students choose a picture card, name the image, and isolate the initial sound. To present "*el sonido /s/,*" the teacher leads a discussion about the phoneme /s/ in words like *serpiente y Susi*. The guidance states, "Emphasize and lengthen the /s/ sound

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education, Inc., *Amplify SLAR Texas Habilidades y Destrezas*, Spanish Phonics, Kindergarten

when saying the words *serpiente* and *Susi*. Ask students: "What is the first sound we say in '*sssssserpiente*'? What is the first sound we say in '*SSSSSusi*'?" The progression to more complex tasks with "*sonido /s/*" continues in Lesson 17, still within Unit 2, by blending phonemes into syllables and manipulating final phonemes. For instance, in "*Mezlar fonemas*," the teacher states, "When the sound /s/ joins with the vowels, the syllables sa, se, si, so, su are formed... "We will mix the sounds /s/ and /a/ to form a syllable. Repeat after me: /s/.../a/." Say the sounds slowly. Then mix the syllable: sa." In another activity, the students are guided to manipulate final phonemes to make new words such as osa, and the teacher guides students to exchange the letter a for a letter o to form oso. To illustrate, "*Si aquí dice osa, y cambiamos la a por la o, ¿cuál sería esta nueva palabra?" Pronuncie la nueva palabra: oso. Pregunte: "¿Qué sonido cambió?" (a por o)*."

- The instructional materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes. This is evident in Lesson 3, where students first segment orally two and three syllable words and identify and associate sounds with the letters they represent. In the subsection "*Presentar el sonido /CH/ - un nuevo sonid*o," students are introduced to the */ch/* sound. Students are asked to jump if they hear a word with the initial sound of /ch/, followed by completing Activity page 3.1, where they have to circle the images, whose initial sound is */ch/*. The next portion of the lesson consists of isolated sounds (sonidos aislados), where the students repeat a word modeled by the teacher and are asked to identify which syllable contains the */ch/* sound. In the section "*Destrezas de lectura* ", the students are introduced to the common words *chico* and *chica*. Before the teacher reads the selection, the students are asked to focus on identifying the words that contain the */ch/* sound as they listen to the chapter. Students are to lift their fingers when they hear a word with the */ch/* sound. At the end of the reading, students shall recall all the words with the */ch/* sound so the teacher can write them on the board.

Materials include direct and explicit instruction authentic to Spanish 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 include lessons with specific objectives and academic language for teachers to use during instruction. For example, in Unit 2, Lesson 14, students follow detailed instructions and prompts to manipulate phonemes. The teacher is given the word "*papá*" and instructed to change it to "*pipa*," explaining that a new word can be created by changing, removing, or adding a letter. The teacher says, "If it says papa here and we change the first a to the i, what would this new word be?" Then they pronounce the new word, "pipa," and ask which sound changed, "*¿Qué sonido cambió*?" (a por i). This routine is repeated with "*papá"* and "*papi*," or "*pipa*" and "*Pipo*," as the teacher is reminded to prompt students with "If it says here..., what would this new word be?"

- The materials include explicit, direct instruction authentic to Spanish for teaching phonemic awareness, with recommended explanatory feedback for students based on common misconceptions. For example, in Unit 3, Lesson 4, "*A Calentar Motores*," the instructions are

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education, Inc., *Amplify SLAR Texas Habilidades y Destrezas*, Spanish Phonics, Kindergarten

detailed and provide explicit steps for teaching phonemic awareness. The examples and words used, such as "*sapo," "casa," "mesa*," and "*amigos*," are specific to the Spanish language, making the instruction relevant. The step "Circle the letters that the students indicate." ensures that students can visually identify the correct sounds. The activities address common errors, such as misidentifying the position of the /s/ sound in words. For instance, asking students to recognize the /s/ sound in different positions within words and circle the corresponding letters directly addresses typical phonemic awareness challenges. This example provides detailed instructions for teaching phonemic awareness, along with strategies for providing explanatory feedback and addressing common misconceptions.

- The lessons include examples of purposeful feedback for students based on common errors or misconceptions. For example, in grade K material, *Guía del Maestro*, Unit 5, Lesson 3, "*Presentar el sonido /CH/ -Un nuevo sonido says* "Announce to students that they will be introduced to a new sound..." "... Say several words out loud and ask them to skip only if the word starts with the sound /ch/..." "... Use the following list of words: 1. *chocolate 2. abeja 3. chaleco 4. chícharo 5. jaula 6. chico 7. chile 8. diente 9. chabacano 10. bote.*" The feedback about the pronunciation is in the section "*Apoyo a la enseñanza*," "Students can pronounce /ch/ at the beginning of words as /sh/. If this happens, repeat the word in syllables, so they hear the correct pronunciation in Spanish."

Materials include direct and explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)

- The materials include explicit, direct guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, supporting students in transitioning from oral language activities to basic decoding. For example, in Unit 2, Lesson 4, section "*A Calentar Motores, Sonidos Aislados,*" the instructions are detailed, guiding the teacher on how to help students isolate and identify the /s/ sound in different positions within words, recognize letters, and manipulate syllables. The progression from isolating sounds and recognizing letters supports the transition from oral language skills to reading (decoding) and writing (encoding). This approach helps students apply phonemic awareness in practical decoding and encoding tasks.

- The materials provide direct and explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, supporting both decoding and encoding. For example, in Unit 2, Lesson 14, the teacher uses a pocket chart and small letter cards to guide students in segmenting phonemes and spelling new words. Students are reminded that spelling involves breaking a word down sound by sound, as in "*mapa": /m/, /a/, /p/, /a/*. The teacher places the small letter cards m, a, p, a in the pocket chart as the corresponding sounds are read aloud. Next, the teacher says the word "*puma*" and asks students to say the individual phonemes: /p/ /u/ /m/ /a/. The teacher places the corresponding letters in the pocket chart as the students repeat the phonemes and spell the new word. The activity continues with the words "*papá*" and "*Pipo*."

- Materials include direct and explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. This is evident in lesson 3 in the subsection *Presentar el sonido /CH/- Un nuevo sonido*," where the teacher introduces the new sound to the students. The teacher pronounces word per word slowly and elongates the sounds that make up the words. Students are then asked to repeat each word modeled by the teacher. The teacher reminds students that a digraph is a combination of two letters that represent one sound, such as */ch/* and */ll/*. The students continue their practice to recognize the initial sound of /ch/. Students complete the activity on page 3.1 where they must circle the images that have an /ch/ initial sound. In the following activity of isolated sounds, the students are guided to identify which syllable of a multisyllabic word contains the */ch/* sound. After the oral language activities, students continue to the "*Destrezas de lectura* " portion of the lesson where they are introduced to the common words *chico* and *chica* and with a partner take turns saying sentences that contain one of the common words. In the subsection "*Leer Fen en Chicago*", the teacher completes the first read for the students for pleasure and the second read is an echo reading activity and the teacher makes an emphasis on words that contain the initial sound */ch/.* After the second reading, students are asked to state all the words with the */ch/* sound.

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

- The materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills. For example, in Unit 2, Lesson 1, "*Carrera de sonidos*," the activity involves a physical game where students move around and match word cards. The game helps students develop phonemic awareness by focusing on matching words with the same phonemes. Students practice reading and recognizing words quickly, with sample words including "*Ema," "amo," and "Isa*," reinforcing their understanding of phonemic patterns. Repetition of the activity ensures ongoing practice and reinforcement. Each round of the game serves as a cumulative review, strengthening the skills practiced in previous rounds.
- The materials include a range of activities and resources in Spanish to help students develop, practice, and reinforce phonemic awareness skills. For example, Unit 1, Lesson 12, includes hand gesture protocols to orally blend phonemes into words. The students tap their right shoulder, elbow, wrist, and fingertips for each phoneme they hear in a word, then slide their right hand from the left shoulder to the wrist to blend the phonemes as they say the word. To segment the word "*gato*," for instance, "*Diga el sonido /g/ mientras se toca el hombro izquierdo… Diga el sonido /a/ mientras se toca el codo izquierdo… Diga el sonido /t/ mientras se toca la muñeca izquierda… Diga el sonido /o/ mientras se toca la punta de los dedos de la mano izquierda… Diga la palabra gato mientras desliza la mano derecha desde el hombro izquierdo hacia la punta de los dedos…*"
- The materials integrate kinesthetic scaffold resources for connecting phonemic awareness with the alphabet principle. For example, in grade K materials, *Guía del Maestro*, Unit 4,

Lesson 1, on identifying the /b/ sound in words, the teacher uses a total physical response activity such as clapping. The teacher prompts the students to clap for each word that starts with the /b/ sound. The teacher uses the words *bebé, moto, bote, perro, bata*, "*Presentar el sonido /B/ - ¿Empieza con /b/?* Read students a list of words and ask them to clap if the word you say begins with the */b/* sound. After clapping, ask them to say the word you mentioned. Repeat the exercise with other examples. Use the following list of words: *bebé, moto, bote, perro, bata.*"

Foundational Skills

5.E.1	Sound-Spelling Patterns	17/17
5.E.1a	Materials include a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. (PR 2.A.1)	2/2
5.E.1b	Materials include guidance for the teacher to provide direct and explicit 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 authentic to Spanish 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 in Spanish to support students in decoding and encoding words that include taught syllable correlations, both in isolation (e.g., word lists) and in authentic Spanish 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 correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. Materials include a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns. Materials provide a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations, both in isolation and in authentic Spanish decodable connected text that builds on previous instruction.

Evidence includes, but is not limited to:

Materials include a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. (PR 2.A.1)

- Grade K materials include a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode single and multisyllabic words, as specified in the Spanish TEKS. Unit 2 begins with teaching vowels and consonant-vowel (CV) syllable patterns using consonants such as m, p, and s. Students learn to blend letter-sounds to form syllables, as illustrated in lesson 3, where the teacher demonstrates how phonemes combine to create a syllable, for instance, "...If we join /p/ with /i/, the pi syllable is formed. All syllables are said with a single stroke of voice: pi..." Later in Unit 3, Lesson 3, students learn that CV syllables can be combined to form (VCV) and (CVCV) words such as "*oso*" and "*mapa*." As new units are introduced, students encounter more complex syllable patterns like (CCV), as seen in Unit 8, Lesson 3, which features "*sílabas trabadas* bl, cl, fl, gl, pl" to form words such as "*blusa, clavo, flor, globo,* and *pluma*." The systematic and sequential progression continues throughout the year, culminating in Unit 9, Lesson 1, which reviews digraphs such as "*ch, ll, rr*" in multisyllabic words like "*chícharo, carretera, llavero*."

Texas Instructional Materials Review and Approval (IMRA)
Amplify Education, Inc., *Amplify SLAR Texas Habilidades y Destrezas*, Spanish Phonics, Kindergarten

- To further illustrate how the materials include a systematic sequence for introducing grade-level sound-spelling correlations and syllable combinations to decode and encode single and multisyllabic words as outlined in the Spanish TEKS. In Unit 2, Lesson 1, "*Mezclar sílabas*," the materials provide teachers with guidance and describe how to say a word by separating it into syllables and then saying the whole word. The routine explicitly teaches students how to break words into syllables (e.g., "*fo*" and "*co*" in "*foco*") and then combine them. This practice transitions from decoding single to multisyllabic words. By practicing with words like "*foco*," students learn to decode both single-syllable and multisyllabic words. The example provided guides students through the process of decoding by syllable and blending them into the complete word.

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

- Grade K materials include guidance for teachers to provide direct and explicit instruction for grade-level sound-spelling patterns. For example, in Unit 2, Lesson 2, section "*Código básico*: *Presentar/a/ > a, A, Espejo*," the lesson begins with a clear objective, letting students know about the specific sound /a/ they will learn. Then, the teacher provides direct instructions on producing the sound /a/ and understanding its corresponding letter representations (a, A). The materials then guide teachers to use the large letter cards (*Tarjetas grandes de letras*) to reinforce the connection between the sound and its written form. The teacher shows the letter cards for a and A, linking the sound to its written form. Students practice the sound while looking at the letters, reinforcing the sound-spelling correlation using visual aids during direct and explicit instruction.

- The materials include both traditional and digital multimodal activities and resources to assist teachers in delivering direct and explicit instruction on grade-level sound-spelling patterns. In grade K, the lessons include songs, rhymes, and online interactive resources to introduce and reinforce sound-spelling correlations and syllable combinations. For example, Unit 5, Lesson 1 features a song to review letter-sound correspondence. The teacher displays letter cards one by one and sings the following rhyme with the students: "*/y/, /y/ de llama, /g/, /g/ de gato, /ñ/ /ñ/ de ñandú, /p/ /p/ de pato, /d/ /d/ de dado, /j/ /j/ de jabón, /b/ y /r/, ¡Ay, qué confusión!*" Lesson 1 also includes digital slides that provide visual aids for step-by-step explicit instruction. To illustrate, the content of the digital slides includes the following directions, "Display your enlarged copy of Activity Page 1.1 to show how to make the trace or project the Digital Component 1.1... Be sure to follow the steps and repeat the phrases as you complete the letter. Ask them to repeat the phrases with you: Start on the top line. 1. draw a long line downward. 2. draw a curve." The grade K materials also feature the interactive site Amplify Hub, where students can practice and reinforce sound-spelling patterns for all letters and digraphs as they learn them in class.

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

- The materials include various activities authentic to Spanish, designed to help students develop grade-level sound-spelling patterns. For example, in Unit 2, Lesson 1, section "*Código básico: Presenter/o/ > o, O, Espejo,*" the activity involves using mirrors, pronunciation practice, and visual aids with large letter cards to engage in multiple types of development practices. The lesson focuses on the Spanish vowel sound /o/ and uses words common in Spanish (*oro, ojo, oso*). The activity helps students develop the correct mouth shape and pronunciation for the sound /o/. This focus on the sound /o/ is appropriate for kindergarten students just beginning to learn phonics and sound-spelling patterns. The activity exemplifies how to include a variety of authentic, engaging, and reinforcing activities to help students develop grade-level sound-spelling patterns in Spanish.

- The materials include authentic activities and resources in Spanish to help students review, practice, and reinforce their understanding of sound-spelling patterns at their grade level, such as decodable word lists and books that can be used to build fluency as students' knowledge of sound-spelling patterns progresses. For example, in *Guía del Maestro*, Unit 8, Lesson 2, in the section "Write words with groups of consonants with r," guides the teacher to tell the students that "…during this reading, they will identify words with br, cr, dr, fr, gr, pr or tr, such as "*Bruno, Adri, prima, grande,*" among others, in addition to the common word "*dentro*." Then, the guidance continues and suggests for the teacher to organize students into pairs. "Ask students to sit with their partner and take turns reading aloud "¡*A empacar*!" At the end of the reading, ask them what words with br, cr, dr, fr, gr, pr, or tr they saw in their books and ask them to point them out in the Big Book of the story."

Materials provide a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations, both in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

- The grade K materials offer a variety of activities in Spanish to support students in decoding words that include taught syllable correlations, both in isolation and within sentences or decodable texts. For example, in Unit 2, Lesson 1, section "*Escucho una historia: capítulo Oso Pipo y su familia,*" students practice recognizing and pronouncing the initial sounds of words, specifically the sound /o/. They focus on individual words like "*oso," "oruga,"* and *"osa*" to practice the sound /o/ in isolation. The provided text includes various activities, such as reading, discussing, and identifying sounds, as well as resources like books, illustrations, and storytelling, which help students practice and reinforce the sound /o/ in isolated and connected contexts. To illustrate the guidance provided, "Show one of the Picture Cards (bear and Olga) you prepared previously. Say the picture's name by lengthening the initial /o/ sound (e.g*., /oooooo/-/so/*) and ask a student to say the complete word: *oso*. Repeat with the second image, inviting another student. Next, ask a volunteer to come to the board, say the name of the image of a card, and then segment it into syllables. Ask him what the initial sound of the

word is. This approach supports the development of decoding skills by building on previous instruction.

- Materials provide authentic activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations in decodable connected texts that build on previous instruction. For instance, in Unit 2, Lesson 14, after introducing "*el sonido /p/,*" the teacher guides students to read the decodable text *Mimí y Oso Pipo*, which includes words with previously taught syllable correlations such as "el sonido /m/." The teacher reads from the chapter "*Mimí y Oso Pipo*" and asks students if they identify any words, expecting students to recognize at least three words from current and previous syllable correlations: "*Pipo, ama, and Mamá*."

- The materials provide authentic activities and resources in Spanish, such as "*trabalenguas*" (tongue twisters), for students to decode and encode words that include syllables in connected text. For example, in grade K material, *Guía del Maestro*, Unit 8, Lesson 13, "Teacher projects the tongue twister found in Digital Component 13.1 or write it on the board, "*La rana salta en la rama. La rama se rompe y rueda en la carretera*." The teacher reads the tongue twister, then he asks the students to repeat it and pay attention to the /rr/ sound. Then, instruct them to clap once if they hear the /rr/ sound at the beginning of the first word or twice if it is in the second syllable.

Foundational Skills

5.E.2	Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types	12/12
5.E.2a	Materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multi-syllabic words depending on syllable stress (silaba tonica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. (PR 2.A.1)	N/A
5.E.2b	Materials include guidance for the teacher to provide explicit (direct) authentic Spanish instruction on syllable division principles to decode and encode multisyllabic words depending on diphthongs, hiatus, syllable stress (silaba tonica), word type and accent mark rules. (PR 2.A.1) (T)	N/A
5.E.2c	Materials include a variety of activities and resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review). (PR 2.A.1 & 2.A.3) (S)	12/12
5.E.2d	Materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, in isolation (e.g., word lists) and in authentic Spanish 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 in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multi-syllabic words depending on syllable stress (silaba tonica), diphthongs, hiatus, the different word types (agudas, graves, esdrújulas, and sobreesdrújulas) and accent marks. (PR 2.A.1)

- This guidance bullet is not applicable to the grade level.

Materials include guidance for the teacher to provide explicit (direct) authentic Spanish instruction on syllable division principles to decode and encode multisyllabic words depending on diphthongs, hiatus, syllable stress (silaba tonica), word type and accent mark rules. (PR 2.A.1) (T)

- This guidance bullet is not applicable to the grade level.

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

- The grade K materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills to decode and encode multisyllabic words, through cumulative review. For example, in Unit 7, Lesson 3, during the "*Mezclar sílabas*" activity, students blend syllables to form CVCV words using the sounds /p/, /l/, and /d/ introduced earlier. This routine begins in Unit 2, where students start blending phonemes to create CV syllables. Students engage in routines and activities that build on previously learned concepts. Another part of lesson 10, "*Presentar los sonidos /d/ /r/*," helps students develop and reinforce the skills needed to decode multisyllabic words through cumulative review. Before using letter, syllable, and picture cards to learn the syllable combination /dr/, students review the /br/ combination with words *like brazo, brisa, and brinco*. This method of using letters or syllables and picture cards to introduce new skills starts in Unit 2 with the introduction of vowels. The decodable text Luli y Pedro provides an additional chance for students to practice decoding multisyllabic words by including bolded words with the /dr/ combination. Lessons incorporate decodable texts with words that align with the concepts students have been taught.
- The materials include a variety of Spanish activities to help students develop skills for decoding multisyllabic words through cumulative review. For example, in Unit 6, Lesson 10, "*Código básico: Repasar /k/ › c (ca, co, cu) y /k/ › q (que, qui)*," the guide provides different types of activities such as writing, speaking, and using visual aids (*Tarjetas de imágenes and Tarjetas pequeñas de sílabas*). Example skills include writing syllables on the board, using image cards to identify syllables, and forming words with syllable cards. For instance, students break down words like *cama* into syllables and emphasize the /k/ sound: The teacher then shows the Cama picture card and asks them to orally separate the word into syllables: ca-ma. The lesson reinforces previously learned skills and integrates them into new activities, reviewing the /k/ sound with different syllable patterns *(ca, co, cu, que, qui*) and extending the understanding of the /k/ sound in various contexts: "Ask which syllable has the /k/ sound, and if the syllable *isca, co, cu, que o qui*." The sample offers resources that help students develop, practice, and reinforce their skills in decoding and encoding multisyllabic words by including a variety of engaging activities and ensuring cumulative review.

Materials include a variety of activities and resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A & 2.A.3) (S)

- This guidance bullet is not applicable to the grade level.