

Publisher Name	Program Name
Just Right Reader Inc	<i>Just Right Reader Decodables de primer grado</i>
Subject	Grade Level
Spanish Phonics	Grade 1

Texas Essential Knowledge and Skills (TEKS) Coverage:	100%
English Language Proficiency Standards (ELPS) Coverage:	N/A
Quality Review Overall Score:	204 / 270

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	30 / 52
2. Progress Monitoring	28 / 28
3. Supports for All Learners	23 / 30
4. Phonics Rule Compliance	31 / 36
5. Foundational Skills	92 / 124

Strengths

- 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 guidance for interpreting student performance or tools for students to track their growth.
- 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.
- 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.
- 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.
- 5.E.3 Morphological Awareness: Materials include a systematic sequence for introducing grade-level morphemes, provide explicit instruction guidance in Spanish for recognizing and using morphemes to support decoding, encoding, and comprehension, and offer a variety of activities to practice and reinforce these skills in both isolation and connected text.

Challenges

- 1.1 Course-Level Design: Materials partially include materials or resources to support effective implementation for various instructional calendars, however there it does not explicitly mention guidance or support for instructional coaches. Materials do not include guidance, protocols, and/or templates for unit or lesson internalization.
- 1.2 Unit-Level Design: Materials do not include comprehensive unit overviews with background content knowledge and

academic vocabulary, nor do they provide family support suggestions in both Spanish and English.

- 1.3 Lesson-Level Design: Materials partially include comprehensive, structured lesson plans with daily objectives, questions, tasks, required materials, instructional assessments required to meet the content and language standards of the content.
- 3.1 Differentiation and Scaffolds: Materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in text, or differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.
- 3.3 Support for Emergent Bilingual Students: Materials do not include implementation guidance for state-approved bilingual/ESL programs.
- 4.2 Daily Instructional Sequence and Routines: Materials do not include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.
- 4.3 Ongoing Practice Opportunities: Materials partially includes ongoing practice but does not include intentional cumulative review throughout the curriculum.
- 4.4 Assessment: Materials do not include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

- 4.5 Progress Monitoring and Student Support: Materials do not include guidance on the next instructional steps to accelerate learning based on the student's data collection and analysis.
- 5.B.1 Oral Language Development: Materials do not include explicit or systematic instructional guidance on developing oral language, lack opportunities for social and academic communication, nor provide authentic opportunities in Spanish for active listening, discussion, and idea-sharing.
- 5.C.2 Letter-Sound Correspondence: Materials do not 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.
- 5.D.1 Phonological Awareness: Materials do not include a systematic and authentic Spanish sequence for introducing phonological awareness activities aligned with grade-level TEKS, lack explicit instruction with feedback on common errors, nor provide a variety of activities to practice and reinforce these skills.
- 5.D.2 Phonemic Awareness: Materials do not include a systematic and authentic Spanish sequence for introducing phonemic awareness activities, lack explicit instruction with feedback on common errors, do not offer guidance on connecting phonemic awareness to the alphabetic principle, nor provide a variety of activities to practice and reinforce these skills.

Summary

Just Right Reader is a K–2 Spanish phonics program. It offers a comprehensive and structured approach to literacy and phonics instruction, integrating phonemic awareness, phonics, fluency, vocabulary, and comprehension into every lesson. The curriculum provides specific daily instructional guidance, sequences, and routines, including modeling, guided practice, and reading and writing applications. Additionally, the program includes resources designed to enhance family engagement, such as QR code-accessible phonics video mini-lessons that align with each lesson plan, extension activities, and teacher resources.

Campus and district instructional leaders should consider the following:

- While the product and lesson plans feature structured activities—such as phonics review, guided reading practice, independent reading opportunities, reading review, and writing application exercises—the program does not follow a typical sequence for Spanish phonics. Instead of starting with letters with one-to-one phoneme-grapheme correspondence (beginning with vowels and progressing naturally to consonants), the program follows alphabetically from A to Z.
- The program includes materials that support phonics development for all learners and provides immediate corrective feedback. However, the instructional guidance may not be specific enough to meet TEKS standards, particularly in helping students with disabilities, emergent bilingual

students, and gifted and talented students. Novice teachers may require additional support and guidance to assist these student populations effectively.

Intentional Instructional Design

1.1	Course-Level Design	9/14
1.1a	Materials include a scope and sequence outlining the TEKS, 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).	1/2
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.	0/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	2/4

The materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course. Materials include suggested pacing (pacing guide/calendar) to support effective implementation for a suggested instructional calendar of 36 weeks. Materials do not include suggested pacing (pacing guide/calendar) 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 do not include guidance, protocols, and/or templates for unit or lesson internalization. Materials include resources and guidance to support administrators with implementing the materials as designed. Materials do not include resources and guidance to support instructional coaches with implementing the materials as designed.

Evidence includes, but is not limited to:

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

- The materials provide a scope and sequence outlining TEKS standards, concepts, and knowledge taught throughout the course. The Teacher Guide in the Teacher Edition lists materials for curriculum implementation and includes a "Scope and Sequence" that includes an overview of student expectations and weekly instructional plans. For example, the "Spanish Unit/Module Overview" details how phonological awareness concepts and related topics are structured over the academic year.
- The Teacher Edition lists materials for curriculum implementation and includes a "Scope and Sequence" that includes an overview of student expectations and weekly instructional plans. For example, the "Student Expectation" section of the "Overview" includes the following standards: "2A demonstrate phonological awareness, 2B demonstrate and apply phonetic knowledge, and 2C demonstrate and apply spelling knowledge."

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 provide a suggested pacing to support for effective implementation of one instructional calendar of 36 weeks. For example, the "Weekly Overview" offers a suggested pacing guide for materials and resources throughout the academic year.
- The grade 1 "Pacing Guide" instructs the teacher to "Use this guide as a foundational tool for your planning, and refer to the module overview for a weekly breakdown of available resources and materials to aid in lesson planning." The materials do not provide guidance nor other resources 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.

- The materials provide a rationale for the order of units and demonstrate how concepts are interconnected throughout the course. For example, the materials provide a "Pacing Guide" with a "structured roadmap for systematically introducing and reinforcing grade-level phonics standards." To illustrate, the Just Right Reader's Decodables Logic Model explains how, "texts follow a progression of phonics skills aligned with a rigorous color-coded scope and sequence, including skills such as letter recognition, consonant, vowel, consonant (CVC) sound words, digraphs, beginning and ending blends, and high-frequency words. Just Right Reader provides explicit phonics instruction using increasingly more difficult decodable texts."

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

- The materials include resources, such as an online Customer Resource Library with "Getting Started" guides, videos, and "Product Resources" to support teachers with understanding the materials. The Teacher Edition includes a section titled "Lesson Implementation Guide for Teachers" which details how teachers can access the materials and that "it is beneficial to review these lesson plans in advance of your teaching sessions." The materials do not include guiding questions or a protocol for how teachers should review lessons. The materials do not include guidance, protocols, and/or templates for lesson internalization.
- The instructional materials feature a "Prompting Guide" that is to be used to address common breakdowns that occur when students are practicing reading and writing. The "Prompting Guide" is broken down into the following skills: "Decoding, Fluency, Multisyllabic words, High-Frequency Words, Not Yet Decodable Words, and Writing." The materials do not include specific templates, guidance, or protocols for unit internalization.

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

- The materials include resources and guidance to support administrators in implementing the materials. For example, the materials include an online Customer Resource Library with an "Administrators Resources" tab, that includes an "Administrator Welcome Letter." The "Administrator Welcome Letter" explains how to access the "Professional Development Kit," "Curriculum Alignments," and "Lesson Plans" so that administrators can "make the most of their purchase."
- The materials include a Getting Started Guide for teachers to understand how to use the decodable books with students during small groups or independent practice. The materials do not include resources and guidance to support instructional coaches with implementing the materials as designed.

Intentional Instructional Design

1.2	Unit-Level Design	2/4
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.	0/2
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 do not include a comprehensive unit overview that provides the background content knowledge and academic vocabulary necessary to effectively teach the concepts of the unit. Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.

Evidence includes, but is not limited to:

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

- The materials include unit overviews that include a "Scope and Sequence," student expectations, and alignments to TEKS found in the Teacher Edition. The "Unit/Module Overview" includes the "Scope and Sequence," "Pacing Guide," and a roadmap of concepts, and skills per weekly breakdown. The "Unit/Module Overview" materials do not provide specific background content knowledge needed to effectively teach unit concepts.
- The materials offer clear connections between activities, concepts, and standards through decodable lesson plans. For example, lesson plans include learning objectives, key skills, necessary materials, and scripted instructions for weekly teaching. However, the "Unit/Module Overview" in the materials do not provide specific academic vocabulary needed to effectively teach unit concepts.

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

- The materials feature a "Take-Home Decodable Packs" and Family/Caregiver Guide available in both English and Spanish, tailored to support student progress with decodable books at home. These decodable books are personalized based on student data and provided to reinforce skills learned in the classroom. The "Take-Home Decodable Packs" integrate QR code-accessible video lessons in both English and Spanish that students watch independently and with their families.
- The materials contain support for families with suggestions on supporting the progress of their students. Supports include bingo activities that reinforce classroom concepts and skills, promoting active family involvement in student learning. Bingo activities provide opportunities

for families to practice with students the skills that they are currently learning in the classroom.

Intentional Instructional Design

1.3	Lesson-Level Design	19/34
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.	15/30
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 standards of the lesson. Materials do not include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the 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.

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, structured, detailed lesson plans that include daily objectives. For example, in the Lesson Plan, Suggested Week 1-5, the "Learning Objective" states that, "Students will identify and read words with the letters M, P, S, and L." The materials do not address the language standards of the lesson.
- The materials include an overview of the materials needed for the unit in the "Spanish 1st Grade Unit/Module Overview." For example, in Weeks 1–5: Review of All Letters, the suggested materials include: Just Right Reader Decodables sets 11–15, lesson plans for decodables in sets 11–15, "Phonics Curriculum," "Alignment Charts," QR codes link to phonics videos, "Prompting Guide" and "Reading Workouts" teacher tools ("Elkonin Boxes" and letter tiles).
- The materials include instructional assessments to meet the content standards of the phonics lesson. A "Reading Observation" form is included as a formative assessment in each lesson. Other formative assessments within the lesson plan, include partner reading word practice in the phonics review or finding words in the book with the phonics pattern and then sharing them with the group or a partner. In the "Writing Application" section, students find words with the phonics pattern. The materials contain a "Prompting Guide" with questioning techniques

and question stems ensuring an understanding of content needed to express content knowledge.

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

- The "Lesson Plan Catalog: Materials and Preparation" includes structured lesson plans with detailed listings of materials needed for each lesson, promoting organized and effective instructional delivery for both teachers and students. The materials include lesson plans that outline recommended time allocations for each component of the lesson, ensuring structured pacing and effective classroom management. For example, in Set 11, the lesson titled "*La fiesta sin música*" is broken down into five-minute increments for each section with one minute for closing. The suggested time totals 26 minutes for the delivery of the lesson.
- The materials include lesson overviews in the Teacher Edition and Teacher "Pacing Guide" that outline recommended time allocations for each component of the lesson, ensuring structured pacing and effective classroom management. For example, in the grade 1 lesson titled, "*El más rápido*" (Set 12), specific time suggestions are provided for "Phonics Review" which is listed for five minutes, "Guided Practice" for five mins, "Independent Reading" for five minutes, "Reading Review" for five minutes, "Writing Application" for five minutes, and the "Closing" for one minute.

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

- The materials provide a detailed Teacher Guide with an overview of materials for effective lesson delivery and other recommended resources. For example, Weeks 6-15: Digraphs, Silent Letters (u), Diéresis, and Contrasting Sounds lists the following materials and resources needed to effectively deliver the lesson: "Just Right Reader Decodables sets 16-20, lesson plans for Decodables in sets 16-20, Phonics Curriculum, Alignment Charts, QR codes that link to phonics videos, "Prompting Guide", and Reading Workouts teacher tools (Elkonin Boxes and letter tiles)."
- The materials include a lesson overview listing the student materials necessary for the lesson. Each lesson overview includes the suggested materials and resources that students will use during the lesson. For example, in Set 14 the decodable book set "*Ceci y el tenis*" lesson plan lists the following materials: Copy of *Ceci y el tenis* for each student, whiteboards and markers, index cards, Reading Observation Form, "Prompting Guide", paper and pencil for writing activities." Through this listing, the teacher can have all the materials needed to deliver the lesson.

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

- The materials include guidance on the effective use of lesson materials for extended practice. The materials incorporate QR codes for families to access phonics mini-lessons at home, enhancing opportunities for extended learning beyond the lessons. The QR codes provide students access to lessons that are targeted to practice and reinforce the specific skills that students have learned in the classroom. For example, the "Home Connection Take-Home Decodables" provides activities and tips for parents to support reading at home.

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 included in the materials are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments provided in the materials 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 a Just Right Reader Spanish Assessment Guide (JRSAG) which defines and explains the variety and types of assessments at the course level, unit level, and lesson level. The JRSAG also encompasses a grade 1 "Assessment" section, which is further divided into an overview and a data-driven instruction. The grade 1 "Overview" includes: expectations for teachers' instruction and assessment principles, figures for assessment overview and timetable, and guidance on expectations to provide different types of assessments throughout the school year.
- The grade 1 "Assessment" in the JRSAG includes Figure 1.2, which contains the TEKS standards aligned with the three types of assessments: diagnostic, formative, and summative. To illustrate, the TEKS standard "Manipulate syllables within words" aligns with the "Phonological Awareness Checklist" (G1), an informal formative assessment type, and a summative assessment (Sets 11-31).
- The grade 1 "Assessment" in the JRSAG provides Figure 1.3, which shows the Spanish grade 1 "Assessment Timetable." The figure has five headings: assessment, level, student, frequency, and schedule. It provides information on the three levels of assessments: course, units, and

lessons. For example, it suggests conducting a diagnostic assessment at the course level for phonics for all students annually, which should be scheduled before Set 11 or upon student enrollment.

- The grade 1 "Assessment" in The JRSAG includes assessments for teachers to provide a variety of types of tasks and questions. For example, formative assessments allow teachers to provide "Immediate feedback. . . as the student reads the target letter sounds correctly or incorrectly, using prompts from the "Prompting Guide", such as "What does that letter say?" and/or "Does that sound like a word you know?"

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

- The materials include the definition and intended purpose for the types of instructional assessments. The Just Right Reader Spanish Assessment Guide (JRSAG) contains Figure 1: Type & Purposes of Assessments. This figure lists the three types of assessments, diagnostic, formative, and summative, with definition and purpose. For example, the definition of summative assessment states, "Summative assessment gauges students' knowledge and skills after learning and teaching have taken place," and the purpose states: "The intent of summative assessments is to measure and report mastery—it's a 'summation' of learning."
- The grade 1 materials also include a rationale for each type of assessment. For example, the rationale for summative assessment includes the following statement: "Educators use summative assessments to 'sum up' students' learning of grade-level standards and skills. Oftentimes, summative assessments are used in grading/reporting to communicate student's mastery."

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

- The materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. For example, Step 2 in the "Progress Monitoring Guide" guides teachers to "Conduct Initial Reading" by having "each student read aloud from their Just Right Reader Decodable Record their phonics skills, fluency, and initial comprehension using the Baseline Assessment Sheet." Step 2 also guides teachers to "use the Phonics Skills Checklist to document each student's mastery of phonics rules." Step 3, also in the "Progress Monitoring Guide", provides a "Weekly Monitoring" schedule: "Phonics Assessment" on Mondays, "Fluency Check" on Wednesdays, and "Comprehension Assessment" on Fridays. Step 4 provides a "Monthly Review," which guides teachers in evaluating student progress: "assess mastery of phonics, improvement in fluency, and depth of comprehension."
- The materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. For example, lesson plans include a section with advice and suggestions on evaluating the students. For instance, in Set 21, "*Flora toca la flauta*," it is stated that during independent reading teachers "note students' ability to identify the correct sounds." It also suggests that, during choral reading, teachers should "watch to ensure

students point to words and read along with the group, guide as needed, and take notes of student learning in the Reading Observation Form."

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

- The grade 1 materials explicitly align the three types of assessments and the TEKS. Figure 1.2, Spanish first grade assessment overview, provides the TEKS standards and shows the alignment with different types of assessments. To illustrate, the figure includes 1.2.A.v, "Blend spoken complex syllables, including sílabas trabadas, to form multi-syllabic words." This aligns with the two informal formative assessment resources: "Phonological Awareness Checklist" (G1) and "Small-Group Reading Observation Form" (GK-2).
- The materials include assessments and objectives. For example, the Progress Monitoring Guide guides teachers to "Conduct Initial Reading" by having "each student read aloud from their Just Right Reader Decodable Record their phonics skill, fluency, and initial comprehension using the Baseline Assessment Sheet." The materials include the "Phonics Skills Checklist." In the Progress Monitoring Guide, the "Weekly Monitoring" schedule includes: "Phonics Assessment," "Fluency Check," and "Comprehension Assessment" as well as the "Monthly Review," which guides teachers in evaluating student progress: "assess mastery of phonics, improvement in fluency, and depth of comprehension." These also align to the state standards.

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

- The grade 1 materials provide instructional assessments that include standards-aligned items at varying levels of complexity. To illustrate, the Sets 14-15: "Spanish Summative Assessment Review" r (middle), ñ, qu, c (soft), v, j & h, k, z, w, y, x includes the standards and skills assessed such as SLA.1.2.B.i: Demonstrate and apply phonetic knowledge by identifying and matching sounds to individual letters. Additionally, this assessment resource includes teacher directions for students to respond in oral and written forms. For example, the prompts include: *"Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mi y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto."*
- The grade 1 materials provide a Spanish Diagnostic Assessment (Phonics) Administration Guide in which the skills assessed in each subsection progress from least complex (i.e., Name the Letters: Uppercase) to most complex (i.e., Multisyllabic Words). To illustrate, the starting point for the grade 1 Assessment Guide is the "Decoding: Beginning Blends"; then more complex skills are assessed through the program.

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

Evidence includes, but is not limited to:

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

- The materials include guidance on instructional assessment to progress monitor during the week in the Progress Monitoring Guide, "Step 3: Weekly Monitoring." Teachers are guided to assess students' application of phonics on Monday using the "Reading Observation" form. On Wednesday, teachers are guided to use the "Fluency Checks" by performing a timed reading of a previously read passage. On Friday, teachers use the "Comprehension Assessment" to assess comprehension with questions focused on questions from the week's passages. Data is transferred to the "Phonics and Fluency Monitoring Form" and is kept for teacher records.
- The materials provide a "Prompting Guide" to assist teachers in responding to targeted student needs. For example, the materials provide a "Baseline Assessment Sheet," a "Phonics Skills Checklist," a "Phonics and Fluency Monitoring Form," a "Comprehension Check Form," and a "Prompting Guide" for teachers to respond to students' reading and writing performance.
- The Spanish Assessment and Scoring Guide provides guidance for responding to student performance. The first-grade subsection titled Using the Data explains how the diagnostic data can provide evidence of any strengths and/or skill gaps so educators can plan accordingly. The guide also provides scenarios as examples of how to respond to students' data.

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

- The materials provide guidance to respond to student trends in performance during progress monitoring. For example, the "Prompting Guide" provides guidance for teachers to respond to students' reading and writing performance, which are assessments included in the materials ("Baseline Assessment Sheet," "Phonics Skills Checklist," "Phonics and Fluency Monitoring Form," "Comprehension Check Form"). For example, regarding decoding skills, the "Prompting Guide" states that while reading, if a student "says the incorrect sound, misses a sound/word, or is not attending to print, prompt with" the following statements: "Use your finger to tap the sounds/words as you read" or "What does the letter/word say? Slide through each sound." The "Prompting Guide" includes additional prompts if the skill there is incomplete learning or the skill still represents a challenge for the student.
- The materials include a "Differentiation" section of the lesson plan. Teachers are guided to identify where students are struggling. The materials reference the Reading Workouts Guide to address common decoding strategies. The "Reading Workouts Guide" provides activities to support phonological awareness, high-frequency words, decoding, comprehension, vocabulary, fluency, and self-confidence. The materials provide guidance on the use of included tasks and activities to respond to trends in performance on assessments. For example, materials have a Spanish Diagnostic Assessment (Phonics): Administration Guide that has a "Scoring and Data Analysis" section that explains what to do once teachers assess students and data analysis resources listed and hyperlinked as well as a table (Table 1: Administration Guidance) to guide teachers on a starting point and what to do with students who scored a 92% or better and students who scored less than a 50% .

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

- Materials include tools for students to track their progress and growth. *Just Right Readers Spanish Guide* uses a "My Literacy Journey" tracker to show how students actively participate in their learning progress. After an assessment, the educator helps student set goals and mark mastered skills with star stickers. The student tracks their progress visually, which leads to continued effort in reaching more goals. The tracker is personalized to focus on specific skills the student is working on, encouraging their involvement and growth.

Supports for All Learners

3.1	Differentiation and Scaffolds	2/8
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.	2/3
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)	0/2
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.	0/3

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

Evidence includes, but is not limited to:

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

- The materials include teacher guidance for differentiated instruction and activities in the lessons by providing lesson plans that include a section for differentiated instruction with teacher guidance at different levels of complexity. For example, in grade 1, Set 11 "*La fiesta sin música*" lesson plan, includes a differentiation box at the end of the lesson in which teachers are guided to scan a QR to access videos that reinforce the targeted skill for the lesson and identify whether students are "getting stuck." Then, teachers are directed to refer to the reading workouts or "Prompting Guide", where they find language to support instruction in six skills, including decoding and fluency. For instance, regarding writing skills, the "Prompting Guide" states that while writing, if a student "Does not leave spaces between words," the teacher may use the following prompt: "*Usa tu dedo para dejar el espacio entre cada palabra.*"
- Materials do not provide teacher guidance for 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). (T/S)

- The materials do not include pre-teaching or embedded supports for unfamiliar references in text (e.g., figurative language, idioms, academic language). For example, the decodable books include "*Nuevo vocabulario*" before each story or text but do not explicitly guide pre-teaching or embedded supports for the "New vocabulary."
- Materials do not include pre-teaching or embedded supports for unfamiliar references in text. For example, the materials include lesson plans that provide a "Model Text Reading" within the "Guided Practice" sections but do not include an explicit guide for teachers on how to, for instance, "think aloud" about the text that is being read nor the academic language present in the text.

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 do not include teacher guidance for differentiated instruction or enrichment activities for students who have demonstrated proficiency in grade-level content and skill. The "Differentiation" section on each lesson plan directs the teacher and/or students to watch a lesson that includes explicit phonics skills instruction. This section states, "Scan the QR code to open a fun video lesson that reinforces the phonics skill. Students can watch independently or as a group." The "Differentiation" section guides the teacher to "Identify where students are getting stuck. Refer to the "Reading Workouts Guide" in the Teacher Resources for strategies to address common decoding challenges," but does not guide teachers to identify where students are excelling to guide them to instructional resources explicitly provided for students that are not "getting stuck."
- The materials include teacher guidance for extension activities for students who have not yet demonstrated proficiency in grade-level content and skills. For example, each lesson provides QR codes that guide teachers and students to a "Home Connection" section and a "Materials and Preparation" section. The "Home Connection" (Take-Home Packs) "encourage students to read their books to practice the target skill" and "students can also scan the QR codes to watch phonics mini-lessons." The materials do not include teacher guidance for extension activities for students who have demonstrated proficiency in the grade-level content and skills.

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 include prompts and guidance to support the teacher in explaining the concepts through explicit lesson plans. The materials include instructions for the teacher in English and then specific scripting in Spanish to aid the teacher in communicating the concepts to be learned explicitly. For example, in the lesson "*¿Dónde están los coches?*," the objective is to identify and read words with the digraph CH. The lesson contains a "Phonological awareness: Syllable blending with Unifix cubes" section which includes teachers prompts and guidance in modeling the skill. The materials guide the teacher to say, "*Vamos a practicar cómo combinar sílabas. Voy a tocar un cubo y decir la sílaba. Cuando yo deslice mi dedo arriba de los cubos, van a combinarlas y formar la palabra.*" This phrasing helps the teacher know what to say and communicate the concepts explicitly.
- The materials include prompts to support the teacher in communicating the concepts through explicit lesson plans. For example, in "*Animales con globos*" (grade 1, Set 23, Lesson Plan, Phonics Review lesson steps 3-4), the teacher is guided by explicit communication prompts on how to communicate when delivering the lesson: "1. Introduction Say: *Hoy vamos a leer palabras con sílabas trabadas con la letra L. Cuando la letra G se combina con la L, las dos letras hacen el sonido /gl/. Cuando la letra T se combina con la letra L, las dos letras hacen el sonido /tl/. 2. Phonological awareness: Syllable blending on index cards. Prepare index cards with syllables /A/, /tlán/, /ti/, /co/, /a/, /tlé/, /glo/, /bos/, /re/ and /gla/. Say: Lean la sílaba de la tarjeta (/glo/). Ahora, veamos la siguiente tarjeta. (Repeat the procedure with /bos/, forming a multisyllabic word.) Combinemos las sílabas de las tarjetas. ¿Qué dice la palabra? (globos) Practice with more words: atlético, Atlántico, regla."*

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

- Materials include teacher guidance and recommendations for effective lesson facilitation using a variety of instructional approaches. The "Weekly Overview" and "Differentiation" provides teachers with "lesson plans and supplemental resources to plan for instruction." For example, the "*Ejercicios de lectura*," includes a series of instructional approaches for foundational reading skills, providing "*una manera eficaz e interesante de brindar apoyo a los estudiantes que quizá necesiten apoyo adicional para la conciencia fonológica, la decodificación, la comprensión, el vocabulario, la fluidez o la confianza en sí mismos.*" For instance, "*Conciencia fonológica*," guides the teacher to "combinar fonemas para formar sílabas y combinar sílabas para formar palabras" by following a series of instructional steps: "*1. Diga una palabra separada en sílabas. Los estudiantes combinan los sonidos para formar las sílabas y, luego, combinan las sílabas para formar la palabra. 2. Repita el ejercicio con otras palabras. 3. ¡Amplíe! Diga una palabra separada en fonemas individuales.*" The materials include an illustration that demonstrates the skill and instructions.
- The materials support multiple types of practice for students. For example, the materials include high-interest graphic organizers in the form of a story map. Students can complete this individually or in small groups to gain comprehension from the weekly decodable readers. This resource can be used with any lesson to assist students with reading comprehension.

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

- The materials include explicit guidance for teachers to support multiple types of practice (e.g., guided, independent, collaborative) to support effective implementation. The lesson "*Llueve en el valle. Palabras con el dígrafo LL*" includes guidance for teachers to support the effective implementation through guided, independent, and collaborative practice during the lesson cycle. For example, the "Guided Practice" section provides explicit support for guided practice: "*1. Hand out copies of the book 2. Introduce the text. Say: Este libro se llama: Llueve en el valle. Pongan un dedo sobre las palabras con el dígrafo LL. (llueve, valle) 3. Model text reading: Page 1 Say: 'Hay cuatro palabras con el dígrafo LL en esta página. Pongan su dedo sobre una de las palabras. (llega, lluvia, valle, arrullo) Say: Lean las palabras conmigo... 'llega', 'lluvia', 'valle', 'arrullo'. Say: ¡Lean la oración conmigo! 'Llega la lluvia al valle. Las gotas hacen tin tin como un arrullo.'*"
- The materials include a "Differentiation" section that refers teachers to the "Reading Workouts" guide in the "Teacher Resources." This guide provides instructional strategies to address common decoding foundational challenges. For instance, for "*Conciencia fonológica*," the "*Ejercicios de la lectura*" suggests that teachers use clapping to "*separar en sílabas dando palmadas*" and guides them through an explicitly listed series of steps:

"Reconocer las partes de las palabras. 1. Diga una palabra. 2. Los estudiantes separan la palabra en sílabas dando palmadas. 3. Repita el ejercicio con otras palabras."

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	8/9
3.3a	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	0/1
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 do not 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 developing 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 do not provide implementation guidance supporting teachers for the use of *Just Right Readers* decodable readers and lessons in state-mandated standards-aligned Spanish Language Arts programs. For example, the TEKS Alignment Guide provides specific correlations between TEKS and the Just Right Reader decodable books and the corresponding phonics lessons but does not contain implementation guidance for teachers to effectively use materials in bilingual or ESL programs approved by the state.
- The materials include a small section titled "Supports for English-Proficient Students in Dual Language Programs," which describes the benefits of dual language learning and the materials available in Spanish and English for use in the program. The materials include strategies specifically designed for English-proficient students in a dual language program but do not contain implementation guidance for teachers to effectively use materials in bilingual or ESL programs approved by the state.

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.

- In the Teacher Edition, teachers have access to the rationale for the Just Right Reader lesson plans being grounded in the "Science of Reading" as well as evidence, case studies, and research that support the progression of Just Right Reader. The materials include embedded

guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, and building background knowledge. Strategies such as "Think-Pair-Share," paraphrasing pairs, oral summaries, sentence frames/stems, and cross-linguistic connection ideas are recommended for language growth. This is achieved through differentiated guidance for academic language development. The materials also guide teachers in using visuals and sentence stems, offering tailored support for students at various proficiency levels, including "Beginner," "Intermediate," "Advanced," and "Advanced High" of the English language.

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

- The materials provide guidance supporting teachers for the use of Just Right Readers decodable readers and lessons in state-mandated standards-aligned Spanish Language Arts programs. The materials include a small section titled "Supports for English-Proficient Students in Dual Language Programs" which describes the benefits of dual language and that materials are available in Spanish and English for use in the program. The materials do not contain resources that outline opportunities to address metalinguistic transfer from English to Spanish.
- The materials include a section regarding the importance of making cross-linguistic connections for students. The section tells teachers to "make sure to incorporate anchor charts with visuals and focus only on one of the language components: phonology, morphology, syntax, or grammar during these lessons." There is no specific guidance on how teachers should address the metalinguistic transfer.

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.

- The decodable books follow a systematic progression using a spiraling approach to facilitate the gradual acquisition of skills. For example, the "Spanish Phonics Progression" for grade 1 suggests teachers begin with fundamental skills included in Set 11: m, p, s, l; and progresses to more advanced concepts in Set 12: r (hard), d, n, t; eventually culminating with Set 31, which includes lesson plans and decodable books for compound words and graphic accents contrasts. In all, this sequenced approach shows how simple concepts are introduced first before progressing to more complex ones.
- The materials include sequenced instruction of phonics (sound-symbol correspondence) skills within each lesson plan. For example, in *"El búfalo y el cusuco"* (grade 1 lesson plan; Set 13; Weeks 3), in step 1 of the introduction, the lesson directs the teacher to introduce the lesson by saying, *"Hoy vamos a leer palabras con las letras C, B, G, or F."* Then, in step 2, or "Phonological Awareness," the materials direct the teacher to use the following instructional strategy: "Clap-Clap-Blend" syllables, where the "Teacher says a word, and the students clap out each syllable." Then, the teacher says, *"Podemos combinar diferentes sílabas para formar palabras. Mi primera sílaba es /bú/. (Clap.) Mi siguiente sílaba es /fa/ (Clap.) Mi siguiente sílaba es /lo/. (Clap.) Ahora combínenlas: /bú/fa/lo/. (Hit table with fist for the whole word.) ¡La palabra es búfalo! Practice with more words: cusuco, foso, gayuba."*

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

- The materials provide explicit and intentional daily opportunities for phonics practice. The lesson plans guide the progression from teacher-led instruction to independent practice and review. For example, in the lesson "*Quince quesos*," the materials outline the objective of helping students identify and read words with a silent U in syllables like /que/ and /qui/, followed by guided and independent practice activities. After the phonics review, the "Guided Practice" component of the lesson instructs teachers to guide students to identify words with a silent U, then to read the words out loud with teacher guidance, and finally to read the sentences that include the words with silent U. To illustrate, the teacher says, "*Este libro se llama Quince quesos. Pongan un dedo sobre una palabra que tenga la sílaba /qui/. (Quince).*" Then, the teacher models reading the text and says, "*Hay tres palabras con la sílaba /que/ en esta página. Pongan un dedo sobre una de las palabras. (Quique, Roque, queso) Say: Lean las palabras conmigo... 'Quique,' 'Roque,' 'queso.'* And finally the teacher says "*¡Lean la oración conmigo!*" and proceeds to read the sentence with the students.
- The materials include intentional daily opportunities for phonics (sound-symbol correspondence) skills. For example, in "*Rita conoce a un amigo*" (grade 1 lesson plan; Set 12; Week 2), the "Phonics Skills" component of the lesson directs teachers to dictate words while students use their whiteboards to practice encoding skills. The teacher guides students to write words like Tina, focusing on initial letters R, D, N, or T, to reinforce sound-symbol correspondence skills.

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

- The materials include clear guidance for practicing phonics skills in isolation. For instance, in the lesson "*De visita en El Jagüel*" (grade 1 lesson plan; Set 19), teachers start by explaining the sounds and rules of words with syllables containing "*diéresis*," such as /güe/ and /güi/. The lesson progresses to activities where students blend syllables using Unifix cubes. This structured approach ensures that students practice phonics skills in isolation with specific, guided activities.
- The materials also provide detailed instructions for teaching phonics skills through decodable texts. For example, in the lesson "*Helena hace un cohete*" (grade 1 lesson plan; Set 15), teachers utilize decodable texts that match the phonics skills taught in the lesson. The Teacher Guide includes guidance for teachers to use the aligned decodable books that integrate and connect with the phonics skills being taught, allowing students to practice reading and decoding skills in context. This method supports comprehensive learning through both guided and independent reading.

Materials include opportunities for cumulative review of previously taught skills.

- The materials include a resource that integrates explicit instructions for teachers on implementing an opportunity for cumulative review of previously taught skills. The Grade 1

"Pacing Guide" with Decodables provides explicit guidance for teachers to include an opportunity for cumulative review of previously taught skills during the Suggested Week 36. For "Phonics Skills" it suggests "Cumulative Review" and for "Decodable Sets," it suggests including sets 11-31, which are the sets that are covered throughout the prior 35 weeks.

- The grade 1 materials also include the "Weekly Overview" to provide guidance on when and how to incorporate an opportunity for cumulative review of previously taught skills. The "Weekly Overview" suggests Week 36 for "Cumulative Review" which guides teachers in incorporating instructional strategies, such as "Reading Workouts," "Odd One Out" for phonological awareness, "Secret Word" for decoding, and "Extension Activities" included on page 15 of each decodable. It also provides a list of suggested materials and resources for teachers to use to deliver the lessons, such as the "Prompting Guide", "Reading Workouts," and Teacher tools (Elkonin boxes and letter tiles).

Phonics Compliance

4.2	Daily Instructional Sequence and Routines	7/8
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.	2/3
4.2c	Daily lessons include a variety of opportunities for students to practice through collaborative learning and independent practice.	4/4

Daily lessons include explicit (direct) instruction with teacher modeling. Daily lessons include opportunities for explicit (direct) guided instruction and corrective feedback. Daily lessons do not include opportunities for explicit/direct immediate 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 daily lessons with explicit instruction and teacher modeling to facilitate learning. For example, in *"Ceci y el tenis"* (Set 14), the materials explicitly guide the teacher to introduce the new skill by stating, "Independent Reading recommends participating in listening activities and using the "Prompting Guide" as needed." The teacher is guided to model reading and to use resources and materials, such as the whiteboard when encoding phonics, Choral Reading word practice for phonics, and text introduction and modeling reading skills, saying, *"Lean la palabra conmigo... "fabulosos"* while pointing under the word.
- The materials include lessons with a structure that supports educators, starting with a defined introduction where the lesson's objectives are explained, followed by explicit steps within subsequent lesson components. For example, in *"La balada del gallito"* (grade 1 lesson plan; Set 13), the materials direct the teacher to initiate the lesson by stating, *"Este libro se llama La balada del gallito. Miren la primera página. Hay dos palabras con la letra B en esta página. Pongan un dedo en una de las palabras."* This initial phase leads seamlessly into guided teaching, where the teacher works explicitly with students, followed by modeled reading to reinforce comprehension and application of newly acquired skills.

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

- The materials guide the teacher in delivering structured lessons that include explicit, direct, guided instruction throughout the lesson cycle. For example, in *"Titi, Tona y Tati"* (grade 1 lesson plan; Set 12), the teacher is provided with explicit, direct, guided instruction

opportunities. During the introduction phase of the lesson, the teacher is guided to model and say: *"Este libro se llama Titi, Tona y Tati. Es sobre tres hermanas que hacen cosas juntas. Pongan un dedo sobre una palabra con el sonido /t/ (Titi, Tona, Tati)."* Following this, during the guided practice component of the lesson, the materials provide explicit steps for the teacher to follow, suggesting specific instructions on what to say and model to guide students through the learning process effectively.

- The materials do not include opportunities for immediate feedback within daily lessons. Throughout various components of the lesson plans, such as "Phonics Review" or "Writing Application," there is no explicit guidance for teachers on providing immediate feedback to students. For example, if students answer incorrectly, the lesson script does not include specific instructions or strategies for immediate feedback in these instances. While each lesson plan suggests using the "Prompting Guide" for independent reading to address common student breakdowns, there is no evidence of immediate feedback integrated into the lesson plans' components to correct errors or reinforce learning as the lesson progresses.
- The materials include daily lessons that provide opportunities for corrective feedback. The "Prompting Guide" explicitly guides teachers to address common student difficulties during independent reading. For example, if a student mispronounces a sound or misses a word, the "Prompting Guide" lists a series of teacher prompts, such as: *"Usa tu dedo para marcar el sonido/palabra que leas."* This tool is integrated into each lesson's independent reading component. Each lesson plan recommends its use to support students in overcoming reading and writing challenges.

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

- Daily lesson plans also offer a variety of opportunities for students to practice through collaborative learning through the implementation of diverse resources and activities designed for students to review and practice skills together. For instance, in *"Guido, Magui y las actividades"* (grade 1 lesson plan; Set 17), students participate in choral reading practices; they collaboratively write words on a whiteboard or index card and decode each word together. Additionally, during the reading review section of the lesson plan, students are expected to share aloud or with a partner the words they have found that match the skill of the day/lesson. The materials include lesson plans, such as *"Guido, Magui y las actividades"* (grade 1 lesson plan; Set 17), that include guidance for group discussion. It guides the teacher in helping the students find words with the syllables gue and gui in their decodable books. Then, "students find a word and put their finger on it. When everyone has found a word, students share the word they found out loud or with a partner."
- Daily lessons also include a variety of opportunities for students to practice independently. The materials include specific directions for teachers to facilitate independent reading using decodable books that reinforce newly taught phonics patterns. For example, in *"Arriba la rima"* (grade 1 lesson plan; Set 16), students are instructed to read independently, then encode independently on their whiteboards, and then the lesson plan moves to having the students find words with the digraph RR in the book.

Phonics Compliance

4.3	Ongoing Practice Opportunities	5/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	1/2
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 practice activities throughout the curriculum, but do not include intentional cumulative review throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts incorporate the 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 support teachers in implementing intentional practice activities throughout the curriculum for newly learned phonic skills. For example, for each week, the grade 1 lesson plan overview gives the teacher specific instructional strategies, materials, and resources to teach the suggested weekly phonic skills. To illustrate, during Weeks 16-19, the "Unit/Module Weekly Overview" suggests that teachers use a set of instructional strategies, such as "Reading Workouts" that support phonological awareness, decoding, comprehension, and fluency, and a set of materials and resources, such as Elkonin boxes and decodable sets, when teaching blends.
- Materials do not include an intentional cumulative review throughout the curriculum. The Grade 1 "Pacing Guide" with Decodables and the "Weekly Overview" include one instance with guidance for intentional cumulative review suggested for Week 36 instead of throughout the curriculum. For grade 1, both resources suggest Week 36 for "Cumulative Review" of "Phonics Skills" and recommend "Decodable Sets" 11-31, which are the sets covered throughout the school year. Still, the materials do not provide an intentional cumulative review throughout the curriculum.

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

- The grade 1 materials provide practice opportunities to include only phonics skills that have been explicitly taught. For example, in the lesson "*Partido En Crisis*" (grade 1 lesson plan; Set 27; Weeks 27-28), the materials provide practice opportunities to include only phonics skills

that have been explicitly taught. For instance, the materials allow students to apply learned skills, such as identifying blend syllables in the decodable books. In this lesson, the teacher is guided to say, "*Hay tres palabras con la sílaba trabada con /pr/ en esta página. Pongan un dedo sobre una de las palabras: preparó, primera, principal.*" The materials instruct the teacher to continue the lesson by saying, "*Lean las palabras conmigo... preparó, primera, principal.*" Say: *¡Lean la página conmigo! 'Esa mañana, Cristal se preparó y caminó rápido hasta el coche. Por primera vez, Cristal iba ver a Las Palmeras jugar contra su principal rival.'*"

- In the lesson "*Partido En Crisis*" (grade 1 lesson plan; Set 27; Weeks 27-28), the students are provided with opportunities to apply learned skills. For instance, in the writing section of the lesson plans, students are given activities to practice with comprehension questions where students have to answer what happened in the story (Beginning, Middle, End) by drawing a picture about the beginning, one about the middle, and one about the end of the book/story. Students label the beginning sounds of each image and finally turn to a partner and take turns telling what happened in the book.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The grade 1 decodable texts incorporate the cumulative practice of taught phonics skills. For example, the grade 1 "*Pacing Guide*" guides teachers using decodable Sets 11-15 for Weeks 1-5. During this time, teachers are suggested to review letters m, p, s, l, r (hard), d, n, t, among others. Then, for Weeks 6-15, the "Pacing Guide" suggests teaching digraphs, silent letter U, diéresis, and contrasting sounds and uses decodables such as "*Arranca la cebolla*" (grade 1 lesson plan; decodable book; Set 16; Week 6-7), where students learn the digraph LL. Towards the end of the suggested timeline, the material moves to blends, and eventually, the decodables incorporate the teaching of prefixes and suffixes, diphthongs, and compound words, culminating with the cumulative review (Suggested Week 36; Decodable Sets 11-31).
- For example, in the lesson "*Música bajo la güimba'*" (grade 1 lesson plan; decodable book; Set 19; Weeks 12-13), the learning objective is to identify and read words with diéresis diacritical marks in the syllables güe and güi. Before this phonics skills, the "Pacing Guide" suggests teaching decodable texts from Set 18, such as "*Quince quesos*" (grade 1 decodable book; lesson plan; Set 18; Weeks 10-11), where students learned "palabras con U silenciosa en que and qui, or the silent U in que and qui. Before that, decodable texts from Set 17, such as "*La guitarra de Magui*" (grade 1 decodable book; lesson plan; Set 17; Weeks 8-9), emphasized "palabras con las sílabas gue, gui," or the phonics skills silent U, gue and gui.

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

- The grade 1 materials include a structured instructional focus that allows for practice in isolation, such as using letter tiles and Elkonin boxes to reinforce letter-sound correspondences. For instance, in the lesson "*Quince quesos*" (grade 1 decodable book; lesson plan; Set 18; Weeks 10-11), the materials guide teachers to facilitate explicit phonics

instruction, enabling students to encode words like "*Palabras con U silenciosa en que, qui*" before advancing to independent reading of decodable texts that apply these skills.

- The grade 1 materials also include a structured instructional focus for practice in connected text. For example, in "*El búfalo y el cusuco*" (grade 1 lesson plan; set 13), after initial whiteboard encoding practice, the lesson plan provides opportunities for students to practice in connected texts by having students engage in choral reading exercises followed by guided reading using the decodable book. This progression allows students to apply the phonics skills, *palabras con las letras C, G, B, F* in connected text.

Phonics Compliance

4.4	Assessment	5/7
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.	0/2
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 do not 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 "Baseline Assessment Sheet" that assesses "Phonics," "Blending Sounds," and "Segmenting Words." It also assesses "Fluency" and "Comprehension." These are aligned with grade 1 TEKS. The materials guide the teacher to listen to each student read from their Just Right Reader Decodable and record the phonics skills, fluency, and initial comprehension on the "Baseline Skills Sheet." The materials include a "Phonics Skills Checklist" that assesses "Phonics Skills," "Alphabet Knowledge," "Phonemic Awareness," "Phonics Rules," and "Sight Words." This aligns with the grade 1 TEKS. The teacher is guided to use the "Phonics Skills Checklist" during reading to document each student's mastery of phonics rules. The materials include a "Phonics Skills Checklist" that assesses "Phonics Skills."
- The materials include a "Comprehension Check" form. The "Comprehension Check" form assesses the summary of the main idea, response to inferential questions, and predictive thinking. These are aligned to grade 1 TEKS. The materials guide the teacher to use the "Comprehension Check" form on Friday. This teacher orally asks the questions from the week's passages and students answer the teacher.

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

- In the Teacher Edition, the materials provide a Progress Monitoring Guide. The guide includes consistent, concise directions for teachers to follow. In Step 2, the materials include guidance on the "Baseline Assessment." The materials guide the teacher to have each student read aloud from their Just Right Reader Decodable and record their phonics skills, fluency, and initial comprehension using the "Baseline Assessment Sheet." While reading, the teacher is guided to use the "Phonics Skills Checklist" to document each student's mastery of phonics rules including "Alphabet Knowledge," "Phonemic Awareness," "Phonics Rules," and "Additional Observations."
- The materials include a "Progress Monitoring Guide". Step 3 addresses weekly monitoring guidance. The materials guide the teacher to assess phonics on Monday and assign a new section from the Decodable. Then, observe and record phonics applications on the "Reading Observation" form. On Wednesday the materials guide the teacher to assess fluency by performing a timed reading of a previously read passage. On Friday, the materials guide the teacher to assess comprehension with targeted questions from the week's passage.

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

- The materials provide various progress monitoring tools, such as the "Phonics Skills Checklist" and the "Phonics & Fluency Monitoring" form, which measures students' acquisition of phonics skills, including recognition of uppercase and lowercase letters in Spanish and identification of initial, final, and medial sounds. However, these progress monitoring tools do not accurately assess grade-level phonics skills, as the same assessment forms are used for grades K through 2. This lack of differentiation means that specific phonics state standards (TEKS), such as 1.2(B)(ii) decoding words with sílabas trabadas such as /bla/, /bra/, and /gla/; digraphs; and words with multiple sound spelling patterns such as c, k, and q and s, z, soft c, and x.
- While the materials offer these progress monitoring tools, they do not differentiate between specific grade-level phonics skills. For example, grade K through 2 assessment forms have identical formats despite phonics TEKS (Texas Essential Knowledge and Skills) variations across these grade levels. This lack of differentiation could potentially limit the teachers' ability to measure mastery of all grade-specific phonics expectations accurately.

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

- The materials include assessment opportunities throughout the school year aligned to progress monitoring tools. For instance, the "Baseline Assessment Sheet" is recommended for use at the beginning of the school year to establish baseline data for each student in phonics, fluency, and comprehension. This initial assessment helps teachers gauge students' starting points and plan targeted instruction accordingly.

- The materials also include a "Small-Group Reading Observation" form that facilitates data gathering of student progress during small-group instruction. This template consists of an area for teacher observations and instructional next steps for phonics skills, decoding, fluency, comprehension, and writing.

Phonics Compliance

4.5	Progress Monitoring and Student Support	5/6
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.	0/1

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. Materials do not 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.

- Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions. The Spanish Assessment Guide consists of a grade 1 Assessment section that includes a Data-Driven Instruction component with information on collecting, analyzing, and using data. To illustrate, the "Collecting and Analyzing Data" section states, "Directions within each diagnostic, mastery measure, and summative assessment include guidance for data collection and scoring." The "Data-Driven Instruction" section also includes "Figure 1.4: Collecting & Analyzing Data," which provides two levels of data analysis, student and whole class. The figure consists of three tables that outline how to collect and analyze data by each type of assessment: diagnostic, formative, and summative. The "Diagnostic Assessment Collecting & Analyzing Data" table guides teachers to use five assessments including the "Baseline Assessment: Connected Text Fluency" to track individual student progress with the purpose of "to document students' baseline understanding of phonological awareness (blending & segmenting sounds), phonics, fluency, and comprehension using connected text and to determine students' learning needs to inform instruction."
- The grade 1 materials provide data management tools for tracking individual student progress. In the Spanish Diagnostic Assessment (Phonics), the administration guide includes "Table 1: Administration Guide" under the "Scoring and Data Analysis" section. This table provides guidance on the starting point for testing, which is "Decoding: Beginning Blends." It also

suggests the next step for the teacher based on the student's responses. For example, "If a student scores below 50% on a Decoding subsection, administer the previous, less complex subsection until the student is able to score 50% or better on a subsection."

- The materials include hard copy tools to document progress in phonological awareness and phonics skills. The ten assessment probes are designed to be administered bi-weekly, weekly, or twice per week over the course of twenty, ten, or five weeks, depending on student need. Materials include data-management tools for tracking individual student progress. The materials include tools such as the "Phonics Skills Checklist" and "Phonics & Fluency Monitoring Form." These are primarily focused on individual student progress rather than facilitating whole-class analysis.
- The materials provide a "Small-Group Reading Observation Form" for teachers to track individual student progress and make appropriate instructional decisions to accelerate instruction. For example, in the "Independent Reading" section of the lesson plan, "*Una víbora en el jardín*", the materials guide the teacher to take notes on the "Reading Observation Form" during "Independent Reading." This form allows teachers to write the student's name and observations and provide the next steps. For example, the materials ask, "What does the student need next?" The teachers write specific observations for phonics, decoding, fluency, comprehension, and writing.
- The materials provide a "Baseline Assessment" sheet that guides teachers to determine what a student can or cannot do by reading a Just Right Reader decodable. For example, the teacher can observe the student's ability to connect letters and sounds, blend sounds, and segment words. Teachers can assess fluency by recording the number of words read in one minute and assess comprehension by asking "Who, What, When, and Why" questions.

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

- The grade 1 materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. The Assessment Guide includes "Figure 1.4 Collecting & Analyzing Data," containing several assessment tools at the diagnostic, formative, and summative levels to track whole-class students' progress. For example, at the formative level, the materials provide the "Phonological Awareness Checklist" (G1) to monitor students' mastery of curriculum-based skills; at the summative level, materials provide the "Summative Assessment: Class Scores Graph" (G1) to monitor the class's average score on each summative assessment. The above assessments help educators identify patterns, trends, and outlying data.
- The grade 1 materials provide tools to support teachers responding to whole-class data to inform instruction. For example, the "Phonics Skills: Spanish Decoding/Encoding Checklist" (G1) screening assessment tool provides directions for test administration about decoding and encoding skills for alphabetic principles and words aligned with the TEKS standards. The tool includes the instructional sets that cover the skills assessed, a table to write each student's name, and the student's response. The assessment tool helps to track students'

mastery of decoding and encoding skills. Then, teachers can use the data collected to analyze the patterns and needs of each student.

- Materials include data-management tools for tracking individual student progress. The materials include tools such as the "Phonics Skills Checklist" and "Phonics & Fluency Monitoring Form." These are primarily focused on individual student progress rather than facilitating whole-class analysis. The materials include a "Small-Group Reading Observations Form" for taking observation notes on individual students during "Independent Reading." The "Progress Monitoring Form" provides a "Next Steps" section for writing down what individual students need next in phonics, decoding, fluency, grade 1 comprehension, and writing instruction.

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

- The materials include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. To illustrate, the Spanish Diagnostic Assessment (Phonics): Administration Guide includes a "Scoring and Data Analysis" section that contains "Table 1: Administration Guidance." This table provides information for grade 1 assessment guidance. The table consists of recommendations for "starting point skills" and "additional administration recommendations," which guide teachers in determining the frequency of progress based on students' strengths and needs. For example, the starting point skill is "Decoding: Beginning Blends." The administration recommendation states: "If a student scores 50% or better on a Decoding subsection, administer the next, more complex Decoding subsection."
- The grade 1 materials provide specific guidance on how often progress should be assessed. This information can be found in Figure 1.3 of the "Spanish Grade 1 Assessment Timetable," which is located in the grade 1 "Assessment" resource. The "Timetable" includes recommendations on the frequency of progress monitoring, such as daily, weekly, bi-weekly, twice per week, and annually. For instance, the guidance suggests conducting the diagnostic assessment, "Baseline Assessment: Connected Text Fluency," on a bi-weekly basis at the start of each unit/set.
- The materials include a schedule for reviewing student data every month. In Step 4 "Monthly Review," teachers are guided to evaluate student progress based on weekly forms and use this information to adjust reading levels, then use this information to share updates with parents through a "parent-friendly version of the "Monthly Progress Report"." The guide recommends teachers "regularly review the assessment data" to determine student needs and "modify group or individual lessons" based on comprehensive assessment results to serve student needs in Step 6 "Instructional Adjustments." No additional specific guidance on determining the frequency of progress monitoring based on students' strengths and needs is included in the materials.

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

- The grade 1 materials include the "Spanish Assessment Guide", which provides the rationale for assessment tools and offers recommendations on progress monitoring, data collection, and analysis. The section, "Using the Data," explains the rationale for diagnostic assessment and how it can support instructional enrichment. It includes the statement: "Teachers use the diagnostic results to guide them as they decide next instructional steps to support or to enrich students' learning during whole-class, small-group, and/or personalized instruction." However, the materials do not include guidance on the next instructional steps to accelerate learning based on the student's data collection and analysis.
- The materials do not include explicit guidance on accelerating learning based on progress monitoring data to reach mastery of specific concepts. While progress monitoring tools like the "Small-Group Reading Observation Form" provide space for noting students' next steps, the materials do not include explicit, structured guidance on how teachers can translate assessment results into targeted instructional strategies to accelerate learning effectively.
- In Step 4 of the "Progress Monitoring Guide", teachers are guided to perform a monthly review of student progress. Teachers are guided to analyze student data from the "Small-Group Reading Observation Form", the Phonics and Fluency Checklist, and the "Comprehension Checklist" and input information into a "Monthly Progress Report" template. The materials guide teachers to adjust student placement based on monthly performance. The materials do not provide any reference or chart to adjust reading levels.

Foundational Skills

5.B.1	Oral Language Development	10/21
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)	0/8
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)	6/9

The materials do not 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, engage in discussion to understand information, and share information and ideas, but do not include authentic opportunities in Spanish for students to ask questions to understand information, and share information and ideas.

Evidence includes, but is not limited to:

Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)

- The grade 1 lesson plans include step-by-step instructions on delivering each lesson but limited explicit (direct) instructional guidance on developing oral language and oracy through various instructional methods. To illustrate, in the Reading Review in the lesson "*La balada del gallito*" from Set 13, Week 3, although teachers are guided to facilitate a group discussion, the only directions included for teachers are for them to say, "*¿Qué pasó con Esteban al final de la historia?*" with limited explicit instructional guidance that would support students' oral language and oracy development, such as state standards-aligned (TEKS 1.1A) instructional suggestions on how to address through group discussion when students are not answering in complete sentences that reflect appropriate use of language conventions. The Reading Review component of the lesson then directs teachers to have students "find words in the book that have the letters C, G, B, or F." Then, the students "find a word and put their finger on it." And once all students have found a word, they share it "out loud or with a partner." The material, again, explicit (direct) instructional guidance on developing oral language and oracy through various methods, for instance, aligned to the state standards (TEKS 1.1.D Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions).

- The grade 1 materials do not include systematic instructional guidance on developing oracy or oral language through a variety of methods. To illustrate, for Weeks 1-5, the Weekly Overview suggests materials, resources, instructional strategies, and directions for Core Instruction, "use Just Right Reader Lesson Plans for decodables in sets 11-15." In addition, the Weekly overview suggests that teachers should "integrate QR Phonics Videos into daily lessons as a multimedia tool to reinforce phonics principles." Finally, it suggests that teachers "utilize dry-erase pages in decodables for writing applications and repeated practice." Explicit (direct) and systematic guidance for teachers on developing oral language and oracy through various instructional methods are not mentioned in the materials.

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

- The grade 1 materials include opportunities for students to engage in social and academic communication for different purposes and audiences, as shown in the Writing Application component in "*La fiesta sin música*" lesson plan; Set 11, Week 1. During the 5 minutes suggested for writing, the materials guide teachers to engage students in a "3 Things" activity where students "Write three things that happened in the book." Then, students engage in academic communication by turning to a partner and taking turns "telling what happened in the book." And finally, the students "work independently to write 3 things that happened."
- The materials also include opportunities for students to engage in social communication through personal connections. For example, in the "Group discussion" activity in "*Torta en fuga*" lesson plan; Reading Review component; Set 11; Week 1 the students are prompted to answer "*¿Qué ingredientes usó Marisa en su torta? ¿Qué pasos siguen ustedes para preparar una torta?*"

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 grade 1 materials include authentic opportunities in Spanish for students to listen actively, such as in "*Felipe, el conejo espía*" lesson plan; Set 13, Week 3. During the Phonics Review component of the lesson, students listen actively as the teacher dictates words, and they write the words on their mini-whiteboards. To illustrate, the students listen actively as the teacher explains the letters that are included in the words that will be dictated, "*Voy a decir una palabra que tiene una de las letras C, B, G, o F. Ustedes van a escribirla en su pizarra. La primera palabra es bigote.*" Then the teacher guides "practice with more words: *camisa, famosa, Felipe.*"
- The grade 1 materials include authentic opportunities in Spanish for students to engage in discussion to understand information and share information and ideas during group discussion activities included within the Reading Review component of the lesson plans. To illustrate, in the lesson "*La balada del gallito*" lesson plan; Set 13, Suggested Week 3, teachers are guided to engage students in group discussions by prompting them with questions about character actions, such as "*¿Qué pasó con Esteban al final de la historia?*"

- Similarly, the grade 1 materials include authentic opportunities in Spanish for students to engage in discussion to understand and share information and ideas during the Writing Application component, were teachers prompt students with questions and activities. For example, in "*La fiesta sin música*" lesson plan; Set 11, Week 1, students write "three things that happened in the book." Then, students "turn to a partner and take turns telling what happened in the book" before going back to work "independently to write three things that happened."
- The materials do not include resources, guidance, or instructions for teachers to engage students in authentic opportunities in Spanish to ask questions and understand information and ideas. There is no evidence at the Unit/Module Overview or lesson plan levels.

Foundational Skills

5.C.2	Letter-Sound Correspondence	28/30
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)	0/2
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 but not 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 multi-syllable 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)

- The grade 1 materials include a scope and sequence for reviewing letter-sound relationships. For example, lesson set 11, Introduction of the lesson states, "Say: *Hoy vamos a leer palabras con las letras M, P, S y L. Recuerden que la letra M hace el sonido /m/, la letra P hace /p/, la letra S hace /s/, y la letra L hace /l/.*"
- The materials systematically introduce letter-sound relationships in an order that aligns with best practices for Spanish phonics instruction. Materials include lesson plans that directly, explicitly, and systematically introduce letter-sound relationships. For example, the grade 1 "Pacing Guide" instructs teachers to use decodables Set 11, decodable books of all the consonants in the alphabet, such as "*Libro de la letra M.*" The materials include lesson plans that provide direct and explicit instruction in letter-sound relationships. To illustrate, the grade 1 decodable book, "*Libro de la letra D,*" provides a QR code-accessible video that guides students through a mini-lesson of the letter Dd, teaching students its sound in isolation and how to write it. The materials address the letter-sound relationship directly and explicitly.

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 the teacher in providing direct and explicit instruction in Spanish focused on connecting phonemes to letters. The materials do not include recommended explanatory feedback for students based on common errors and misconceptions. For example, the "Prompting Guide" included in the materials offers general prompts across multiple grade levels (grades K through 2) but does not include specific strategies tailored to address state standards and grade-level requirements. To illustrate, for decoding, the "Prompting Guide" suggests to teachers that, "While reading, if a student says the incorrect sound, misses a sound/word or is not attending to print," to prompt the students by saying, "What does the letter/word say? Slide through each sound." To give targeted prompts, such as "Does that sound like a word you know?" and to model and "say the sound or blend the word." And finally, to have the student echo it back." Still, although explicit, it does not provide explanatory feedback, let alone specific to grade-level skills.
- The grade 1 materials guide teachers to deliver direct and explicit instruction in Spanish, focusing on connecting phonemes to letters within words. However, they lack clear recommended explanatory feedback for students based on common errors and misconceptions, such as in "*La fiesta sin música*" (grade 1 lesson plan; Set 11). In this lesson, students learn "*palabras con las letras M, P, S, L.*" The lesson begins with a phonics review followed by a phonological awareness component where the teacher is instructed to use "syllable blending with Unifix cubes." The teacher uses one cube per syllable and says each syllable while pointing to one cube at a time. Then, the teacher combines the syllables to form a word. However, there is no evidence of explanatory feedback for students, for instance, whenever they do not understand the concept or have 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. (PR 2.A & 2.A.3) (S)

- The materials include a variety of activities in Spanish for students to develop their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. The "Teacher Resources" include a variety of materials, including the "Prompting Guide", "Reading Observation Form," "Elkonin Boxes," "Reading Workouts," "Letter Tiles," "T-Charts," and a variety of "Graphic Organizers." The "Reading Workouts" include 25 different activities to extend the lesson plans. For instance, the "Spanish Print Outs" section of the online "Teacher Resources" offers one activity, "Elkonin Boxes," which provides sheets for practicing one-syllable word formation using letter tiles.
- The grade 1 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 multi-syllable words in isolation. For example, in "*Llueve en el valle*" (grade 1 lesson plan; Set 16 set 8), the teacher is guided to use index cards and whiteboards to practice encoding and decoding words with digraph LL: "*llena, tallos, orilla, gallina, pollito.*"

Foundational Skills

5.D.1	Phonological Awareness (K–1)	0/12
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)	0/4
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)	0/2
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)	0/6

The materials do not 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 do not 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, but they are not 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 grade 1 lesson plans include step-by-step teacher instructions on phonological awareness skills, such as blending complex spoken syllables, including *sílabas trabadas*, to form multisyllabic words. However, they do not include a systematic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS (1.2.A.iv). For example, the grade 1 lesson plan in set 21, "*La feria de las flores*," instructs teachers to have students blend syllables with Unifix cubes with teacher guidance as indicated with the examples, *"/flo/ /res/ and /pla/ /zas/*." However, the lesson only includes

syllable blending. Therefore, the grade 1 lesson plan materials do not provide systematic instruction on recognizing changes in a spoken word when a specific syllable is added, changed, or removed (TEKS 1.2.A.iii).

- The materials include lesson plans with instructional guidance for teachers, but they do not include a systematic and authentic Spanish sequence for introducing phonological awareness activities aligned with grade-level Spanish TEKS. Activities such as identifying and producing rhyming words, recognizing spoken alliteration, deleting and substituting syllables, or identifying words in spoken language are not systematically introduced. For instance, in the grade 1 "Pacing Guide", the initial weeks of school only include letter reviews, digraphs, words with diacritics, and contrasting sounds. Then, the guide focuses solely on blending (limited to syllable blending without manipulation), without providing instructional guidance for teachers on adding or removing syllables (1.2.A.iii), or segmenting spoken words into syllables (1.2.A.iv).

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)

- The grade 1 materials include direct and explicit instruction for lesson delivery. Still, they do not align with authentic Spanish instruction for teaching phonological awareness skills or include recommended explanatory feedback for students based on common errors and misconceptions. For example, the "Phonemic Awareness" component in the grade 1 lesson plan from Set 12, "*Rita conoce un amigo*," does not guide teachers to correct/address misconceptions. The lesson plan includes directions for the teacher to "listen" and "use the "Prompting Guide" during independent reading time." However, it lacks specific instructions for teachers to provide explanatory feedback based on student misconceptions.
- The grade 1 lesson plans do not include examples of explanatory feedback for students based on common misconceptions. For instance, the lesson plan from Set 17, "*Guille la guerrera*," does not include specific terms, phrasing, or statements that would guide teachers to address common misconceptions during phonological awareness instruction. The lesson plan guides teachers to show syllable cards with prompts such as, "*¿Qué dice esta tarjeta de sílabas? (/gue/) Ahora, veamos las siguientes tarjetas de sílabas" and "¿Qué dicen estas tarjetas de sílabas? (Colocar /rre/ y /ra/)"* Then, the teacher combines the syllable cards and reads the words, "*Ahora, combinemos las sílabas. gue/rre/ra. ¿Qué palabra forman? ¡guerrera!*" The instructional guidance focuses exclusively on highlighting correct student responses without providing additional guidance or 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). (PR 2.A & 2.A.3) (S)

- Although the materials include a variety of resources in Spanish for students to develop phonological awareness skills, the grade K activities and resources do not include the use of memory-building strategies and are not connected to grade-level Spanish TEKS. To illustrate, the "*Ejercicios de lectura*" component guides the teacher to assign an activity to individual students or partners with this explanation: "*Estas actividades son una manera eficaz e interesante de brindar apoyo a los estudiantes que quizá necesiten apoyo adicional para la conciencia fonológica, la decodificación, la comprensión, el vocabulario, la fluidez o la confianza en sí mismos.*" For *conciencia fonológica*, or phonological awareness skills, the "*Ejercicios de lectura*" provides activities such as "*Separar en sílabas dando palmadas,*" "*Combina,*" "*¿Rima o no rima?,*" and "*¿Cuál no corresponde?*" This instructional design is consistent throughout grades K through 2. The phonological awareness activities are the same for all grade levels. These activities do not address all of the grade 1 phonological awareness Spanish TEKS 1.2Ai-viii.
- Materials do not 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). For example, although the "Weekly Overview" mentions one cumulative review for week 36 and offers some suggestions for core instruction, this cumulative review does not include 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 1 Spanish TEKS 1.2Ai-viii.

Foundational Skills

5.D.2	Phonemic Awareness (K–1)	6/13
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)	0/3
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)	0/2
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)	4/6

The materials do not 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 do not 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 and practice phonemic awareness skills but not reinforce (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 grade 1 materials provide activities for developing phonemic awareness skills, such as blending phonemes and using Elkonin boxes for blending and segmenting spoken words. However, they lack a systematic and authentic Spanish sequence starting from phoneme blending to more complex manipulation practices like adding, deleting, and substituting phonemes. For instance, while the materials include initial phonemic awareness strategies like "Blend It" and Elkonin boxes, they do not progress systematically through blending

phonemes into syllables and advancing to more complex phonemic manipulation tasks in Spanish, such as adding, deleting, and substituting syllables.

- The materials lack a systematic and authentic Spanish sequence for introducing phonemic awareness activities, starting from phoneme identification, blending, and segmenting, progressing to blending phonemes into syllables, and advancing to complex manipulation practices such as adding, deleting, and substituting syllables. For example, in Set 6, "*El coro de Lara*" the students engage in using Unifix cubes to blend at the phoneme level. In set 25, "*El frijol de Fran y Patri*" the students practice syllable blending on index cards; however, they do not advance to more complex practices.

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 activities for teaching phonemic awareness in Spanish, such as syllable blending and encoding, but they do not provide direct and explicit instruction with recommended explanatory feedback for addressing common errors and misconceptions. For example, in grade 1 lesson plan in set 25, "*El frijol de Fran y Patri*," students identify and read words with consonant blends like tr and fr. The lesson incorporates phonological awareness activities such as syllable blending on index cards. While the lesson involves syllable blending, it lacks explanatory feedback for students regarding common errors and misconceptions. Similarly, in grade 1 decodable books in sets 30-31, "*Viaje por la carretera*," the QR code-accessible phonics lesson video focuses on Spanish accents, modeling pronunciation, and engaging students in sound production. However, throughout these lessons, there is no evidence of explanatory feedback for students based on common errors and misconceptions.
- The lesson plans consistently include phonological awareness components with activities and phonics skills practice using Elkonin boxes and letter tiles, yet they do not explicitly incorporate authentic Spanish instruction in phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. For instance, in grade 1 weekly overview, although students practice phoneme blending with Unifix cubes and phonics skills with Elkonin boxes, the materials do not include recommended explanatory feedback addressing potential student misunderstandings throughout the lessons.

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 grade 1 lesson plans, "*Torta en fuga*" and "*Partido en crisis*" both include direct and explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle. This support helps students transition from oral language activities to basic decoding and encoding. For example, "*Torta en fuga*" includes activities that focus on identifying phonemes associated with specific letters (M, P, S, L), blending these phonemes

into syllables (e.g., clapping syllables), and further into whole words (e.g., blending syllables into "comida"). The teacher provides explicit instruction on how each letter corresponds to its respective sound (/m/, /p/, /s/, /l/), which is critical for connecting phonemic awareness skills to the alphabetic principle. Activities such as encoding on the whiteboard (writing dictated words) and choral reading (decoding words together) reinforce the connection between phonemic awareness and basic decoding and encoding skills. These activities facilitate students' transition from oral language to basic decoding and encoding.

- Similarly, in Set 27, "*Partido en crisis*," the lesson begins with syllables containing consonant blends (*sílabas trabadas*) using the letter R. This approach to phonemic awareness helps students understand how consonant clusters affect syllable formation and pronunciation. Activities include blending syllables on index cards (/pro/, /ble/, /mas/, etc.) to form complete words (e.g., *problemas*). This builds upon syllable segmentation and blending skills, crucial for phonemic awareness development. The whiteboard encoding activity reinforces the connection between sounds (/cr/ and /pr/ blends) and their corresponding letters. It directly supports encoding skills as students practice writing words based on their phonetic structure. "Choral Reading" of words like *escucha*, *sobre*, *mitades*, *Selena*, *lechuga*, and *rápido* integrates previously learned phonemic awareness skills into word-reading fluency practice, enhancing overall literacy skills to facilitate students' transition from oral language 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). (PR 2.A & 2.A.3) (S)

- The grade 1 "Weekly Overview" includes various activities and resources to develop phonemic awareness skills but does not include cumulative review. For instance, activities such as clapping out syllables, blending phonemes into words are used to foster phonemic awareness. The materials suggest teachers use resources, including index cards with spoken syllables, whiteboards for word encoding, and QR code-accessible phonics videos to support these practices. For example, in the grade 1 lesson plan in set 19, "*Música bajo la güimba*," the teacher is instructed to use the "Pencil-drumsticks" activity where students use pencils as drumsticks when they hear the syllables /güe/ or /güi/ in a word. The lesson then transitions to choral reading word practice. However, the extent of cumulative review of phonemic awareness skills within the scope of the lesson plans is not specified.
- The materials include the "*Ejercicios de lectura*" which provides various activities and resources in Spanish that support students in developing, practicing, and reinforcing phonemic awareness skills, cumulative review (although limited and not clearly stated). These resources offer support, especially for students needing additional phonological awareness, decoding, comprehension, vocabulary, and fluency assistance. The "Reading Workouts" provide flexible options for individual or partner learning stations, as needed. The materials do not include a variety of activities and resources to reinforce phonemic awareness skills through cumulative review.

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 multi-syllabic 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 (through cumulative review). 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).

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)

- The grade 1 "Pacing Guide" provides a clear, systematic approach for integrating these sound-spelling correlations and syllable combinations throughout the school year. Beginning with letter recognition in grade K (weeks 1-9), progressing to decoding one- and two-syllable words (weeks 1-5 of grade 1), and advancing to more complex skills such as digraphs and blends (weeks 6-29), and prefixes, suffixes, and diphthongs (weeks 30-35), the pacing ensures comprehensive coverage aligned with TEKS guidelines. This structured progression supports students in developing essential phonics skills necessary to meet grade-level expectations.
- Additionally, the materials include a systematic sequence designed to introduce grade-level sound-spelling patterns and syllable combinations for decoding both single and multi-syllabic words, in accordance with the Spanish TEKS. For example, during the choral reading lesson component in "*¿Paloma o Pata?*" students practice decoding words (*paloma, minutos*,

mojados, al, del). Then, during guided practice, students decode single-syllable words, such as *la, y, con, and un*, and multi-syllabic words, such as *minutos and paloma*.

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

- The grade 1 materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. For example, the lesson plan, set 14, "*Una víbora en el jardín*," provides the following script for the teacher to guide students on practicing how to blend syllables using index cards. The lesson plan suggests teacher use the syllable blending on index cards instructional strategy, "*Prepare index cards with syllables /vi/, /bo/, /ra/, /de/, /tu/, /vo/, /di/, /mi/, /da/.*" Then, the lesson suggests teachers say, "*Lean la sílaba en la tarjeta. (/vi/) Ahora, veamos la siguiente tarjeta.*" Next, teachers guide students to read the */bo/* and */ra/* syllable cards, blending them to form a multi-syllabic word. The lesson plan also suggests teachers say, "*Combinemos las sílabas en las tarjetas. ¿Qué dice la palabra? (víbora).*" The lesson plan includes other instructional strategies, such as "whiteboard encoding," and lists teacher actions and dialogue. This instructional design is consistent in all lesson plans in sets 11-15.
- Materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. Lesson plan, Set 16, "*Arranca la cebolla*," includes a phonics review section with scripted instructions for the teacher as indicated: "Remember that the digraph LL has the sound /y/." Then, the lesson provides a word, *caballo*. After practicing how to decode words with the digraph LL, the lesson moves to practicing encoding on a whiteboard. Other lesson plans in grade 1 sets 16 through 20 begin their "Phonics Review" with the same script and instructions reviewing the sounds that the target letters make.

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 grade 1 materials include a variety of activities authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns. For example, the materials feature decodable books, Elkonin boxes, letter tiles, video phonics lessons, and a "Prompting Guide". To illustrate, the lesson plan, Set 20, "*Coqui tiene tos*," includes an activity for students to practice syllable blending with the "Clap-Clap-Blend" strategy. Students develop, practice, and reinforce grade-level sound-spelling patterns by reading words such as *casa, poco, and quede*. Then, the lesson suggests teachers use Elkonin boxes and Spanish letter tiles to guide practice with decoding and encoding words. Then, toward the end of the lesson, there is a writing application activity that includes the dictation of words and a sentence.
- The 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. In other words, an ongoing review is embedded within the content of each subsequent lesson. To illustrate, the "Weekly Overview" suggests teaching "Digraphs, Silent Letter U,

Diéresis, Contrasting Sounds" for weeks 6 - 15 (sets 16-20). From weeks 16-29 (sets 21-28), the "Pacing Guide" suggests teaching blends, and then weeks 30 through 35 (sets 29-31).

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 materials provide a variety of activities and resources in Spanish to support students in decoding words that include taught syllable correlations, both in isolation and in authentic decodable connected text that builds on previous instruction. For example, grade 1 decodable books, such as "*Torta en fuga*" from Set 11, include word lists that correlate with the skills taught, such as *quesito*, *lámina*, and *tomate*. Additionally, the grade 1 lesson plans feature phonics review sections where students practice reading words in isolation through choral reading exercises, enhancing their decoding skills.
- The materials support students in decoding and encoding words through structured activities and resources. For example, "*Ejercicios de lectura*" includes exercises where students combine phonemes to form syllables, blend syllables to form words, and segment words into syllables. In addition, lesson plans, such as "*Llueve en el valle*" from Set 16, include guided and independent practice with decodable books, reinforcing the skills taught. The lesson includes "*Diversión fonética*" with instructions for students to write words with the digraph LL/ll as follows: "*Escribe 2 palabras con el dígrafo ll que no estén en el libro.*" Students engage in more word-reading practice with "*Palabras decodificables*," a word list that includes words such as *allá*, *arrullo*, *bella*, *brillan*, *llenos*, *llover*, *callada*, *cepillo*, *chilla*, and *folleto*.

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 (sílabla 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 (sílabla 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 materials include a variety of Spanish resources for students to develop, practice, and reinforce skills to decode and encode multi-syllabic words through cumulative review. For example, in grade 1, the materials offer resources such as manipulatives, decodable books, reading workouts, and lesson plans for teachers. These comprehensive resources allow students to build and strengthen their decoding and encoding skills. For example, the grade 1 "Weekly Overview," Weeks 30-35, provides a list of materials and resources for the students to use and practice skills to decode words with prefixes and suffixes, diphthongs, and compound words. Students practice decoding multi-syllabic words through cumulative review since the lessons and books build on each other. The students continue to practice previously learned skills as they read their decodable books independently.
- The grade 1 lesson plans, such as "*Los abuelos de Guada*," include activities for students to decode and encode diphthongs (i.e., /ua/, /ue/, and /uo/). Phonological awareness activities involve clapping out syllables, while phonics exercises include a whiteboard encoding activity where students write dictated words such as *aguacero*, *Juan*, and *jaguar*. This structured approach helps students build foundational skills in Spanish literacy as described in the cumulative review section suggested for week 36 in the grade 1 "Pacing Guide" with "Decodable" materials.

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.

Foundational Skills

5.E.3	Morphological Awareness (1–3)	19/19
5.E.3a	Materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. (PR 2.A.1)	1/1
5.E.3b	Materials include guidance for the teacher to provide direct and explicit instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1)(T)	4/4
5.E.3c	Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3)(S)	6/6
5.E.3d	Materials include a variety of activities and resources authentic to Spanish for students to decode and encode words with morphemes 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 and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. Materials include guidance for the teacher to provide direct and explicit instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). Materials include a variety of activities and resources authentic to Spanish for students to decode and encode words with morphemes 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).

Evidence includes, but is not limited to:

Materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. (PR 2.A.1)

- The materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. The following prefixes and suffixes are taught according to the weekly overview in Weeks 30-31: "Prefixes and Suffixes (*des-*, *in-*, *—mente*, *—oso/a*). For example, in the text "¡Felizmente desafinados!" the students learn how to divide and decode words like *felizmente* and *lamentablemente* with the suffix *-mente*.
- The Spanish progression for grade 1 includes a systematic and authentic sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. For example, grade 1 Spanish reviews letters, digraphs, the silent letter *U*, diéresis, contrasting sounds, blends, prefixes and suffixes, diphthongs, and compound words.

Materials include guidance for the teacher to provide direct and explicit instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)

- The materials include guidance for the teacher to provide explicit (direct) instruction authentic to Spanish for supporting recognition of common morphemes. For example, the lesson "*¡Felizmente desafinados!*" (Set 29, Week 30-31) introduces prefixes and suffixes with the following explanation: "*Hoy vamos a leer palabras con los prefijos des- e in-, y los sufijos -mente y -oso/a. Un prefijo es un grupo de letras que se agregan delante de la raíz de una palabra para cambiar su significado. Un sufijo es un grupo de letras que se agregan detrás de la raíz de una palabra para cambiar su significado.*"
- The materials include guidance for the teacher to provide direct and explicit instruction authentic to Spanish to support recognition of common morphemes and using their meanings (e.g., affixes and base words) to support decoding, encoding, and reading comprehension. For example, the grade 1 "Pacing Guide" indicates that in weeks 30-31, the prefixes and suffixes *des-*, *in-*, *—mente*, and *—oso/a* will be taught.

Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

- The materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills through cumulative review. Lessons build on previously acquired knowledge to develop new skills; a cumulative review is embedded in each lesson. For example, in the grade 1 lesson plan for "*Felizmente desafinados!*" (Set 29), the students identify and read words with the prefixes *des-* and *in-* and the suffixes *-mente* and *-oso/a*, first with syllables and affix blending on index cards, then with paper, pencil and highlighter encoding and through choral reading word practice.
- The materials include a variety of activities in Spanish for students to reinforce grade-level morphological skills (through cumulative review). For example, "*Ejercicios de lectura*" provide opportunities for small group work, including "Vocabulary" activities such as "*Análisis de las palabras.*" In this activity, the teacher shows the student a prefix, root word, or suffix and the student has to give a word part that can be combined with the teacher's example to form a word. The student then writes the complete word, separates it into syllables, and analyzes the word to understand its meaning.

Materials include a variety of activities and resources authentic to Spanish for students to decode and encode words with morphemes 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 materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills through cumulative review. Lessons

build on previously acquired knowledge to develop new skills; a cumulative review is embedded in each lesson. For example, in the lesson plan for "*El banco de la amistad*" (grade 2-Set 48), students review words with the suffixes *-ote/a*, *-azo/a*, and *-ón/ona*. First, the students segment the syllables in words with these suffixes using the "Pencil Drumsticks" instructional strategy. Then, the lesson proceeds to "whiteboard encoding" and choral word reading practice.

- The materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills. For example, the materials include "*Ejercicios de lectura*" in which students strengthen their morphological skills with an activity called "*Análisis de palabras*." The students compose and decompose words with suffixes and prefixes to understand new word meanings. In this activity, the teacher shows the student a prefix, root word, or suffix and the student has to give a word part that can be combined with the teacher's example to form a word. The student then writes the complete word, separates it into syllables, and analyzes the word to understand its meaning.