Publisher Name	Program Name
Just Right Reader Inc.	*Just Right Reader Decodables de jardín de infantes*

Subject	Grade Level
Spanish Phonics	Kindergarten

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

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

Quality Review Overall Score: **206 / 275**

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**	**94 / 129**

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.

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 to support teachers in effectively using the materials in state-approved bilingual/ESL programs.
- 4.2 Daily Instructional Sequence and Routines: Materials do not include opportunities for explicit/direct immediate feedback.
- 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.1 Alphabet Knowledge: Materials do not include a systematic sequence authentic to Spanish for introducing letter names and sounds, lack guidance for explicit instruction in letter identification and formation, nor provide a variety of activities in Spanish for practicing and reinforcing alphabet knowledge.

- 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

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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, ELPS, concepts, and knowledge taught in the course.](#)	4/4
1.1b	[Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).](#)	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, ELPS, concepts, and knowledge taught in the course.

- The materials provide a scope and sequence outlining TEKS standards, concepts, and knowledge taught throughout the course. For example, the "Spanish Unit/Module Overview" details how phonological awareness concepts and related topics are structured over the academic year. The "Scope and Sequence Overview" includes an "Introduction to Spanish Phonics, Integration of High-Frequency Words, and Development of Fluency, Comprehension, and Vocabulary Skills."
- 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, 2C demonstrate and apply spelling knowledge, 2D demonstrate print awareness, and 2E develop handwriting."

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 K "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, high-frequency words, and so on. *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" Chart" 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 Word, 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. The 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 include a "Weekly Overview" section that groups the weeks according to the skills being targeted. For example, "Weeks 1-9: Letter recognition and sounds, Weeks 10-18: Word Books, and Weeks 19-24: Letters and Two Syllable Words." The "Unit/Module Overview" nor the "Weekly Overview" in the materials 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 "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 an introduction, guided practice, independent reading, and a reading review. The lesson plans also include daily objectives. For example, in the Lesson Plan, Suggested Week 1-8, the "Learning Objective" states that, "Students will identify the letter Aa and its sound /a/."
- The materials include a structured lesson plan with learning objectives, questions, and tasks. For example, in Unit/Weeks 1-8, the lesson plan includes the "Learning Objective" and "Key Skills," and includes tasks and questions, such as *"¿Qué imagen no comienza con /a/?" or "¿Eso comienza con el sonido /a/?" or "Veámos la letra que hace el sonido /a/."* Then, as the lesson progresses, the lesson plan directs the teacher to engage students in tasks such as "Choral Reading and Writing," which "reinforce the skills and comprehension." The materials include a lesson closure, or "Closing," with statements such as, "Hoy practicamos leer y escribir la letra A. ¡Esto te ayudará a leer y escribir aún más palabras!" The materials do not include detailed lesson plans that address the language standards of the lesson.
- The materials include an overview listing of the materials needed for the unit in the "Grade K Unit/Module Overview." For example, in Weeks 1-9: letter recognition and sounds and

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suggested materials: "Materials and Resources," "Just Right Reader Decodables," "Phonics Curriculum Alignment Charts," QR code-accessible phonics lesson videos, a "Prompting Guide", and "Reading Workouts" teacher tools, such as "Elkonin Boxes" and letter tiles.

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 the grade K lesson titled, *"Aprendo más de la letra A"* (Set 2), specific time suggestions are provided for "Phonemic Awareness" (five minutes), "Phonics Review" (five minutes), and "Choral Reading" (five minutes).
- The suggested timing for each component is found in every lesson of the materials. For example, in Set 6, *"¿Qué pasa, Gema?,"* the lesson begins with a "Phonics Review" which is listed for five minutes, "Guided Practice" for five minutes, "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, the materials recommended for lesson *"Libro de la letra A"* on suggested Week 1-8 on the *"Pacing Guide"*, include "Copy of *Libro de la letra A"* for each student, picture cards with pictures that begin with /a/ and a few that begin with other sounds, Aa letter card, dry erase markers, and whiteboards (optional)."
- 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, a specific decodable book set (¡*Bienvenidas vacaciones!),* index cards, highlighters, and two pencils per student.

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.

- The materials include the "Home Connection Take-Home Decodables" which provide activities and tips for parents to support reading at home. The materials include guidance for the decodable book titled, *"Gladys hace una rampa,"* accompanied by *"Diversión fonética," "Cognados," "Pregunta de discusión,"* and *"Palabras decodificables."* In *"Diversión fonética,"* the activity states, *"Di una palabra de la lista de palabras del libro. Escribe las letras que escuchas combinadas (p. ej. club, escribe cl)."* In *"Cognados,"* the activity includes a list of cognates, *"base, bloques, curva, doble, papel, rampa, tabla."* In *"Pregunta de discusión,"* a question is included: *"¿Qué te sorprendió del libro? ¿Por qué?"*

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 K "Assessment" section, which is further divided into an overview and a data-driven instruction. The grade K "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 K "Assessment" in the JRSAG includes Figure K.2, which contains the TEKS standards aligned with the three types of assessments: diagnostic, formative, and summative. To illustrate, The TEKS standard "Identify syllables in spoken words" aligns with the "Phonological Awareness Checklist" (KG), an informal formative assessment type. The figure also includes the location of the assessment, "Reading Workouts," and "Prompting Guide".
- The grade K "Assessment" in the JRSAG provides Figure K.3, which shows the Spanish grade K "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 1 or upon student enrollment.

- The grade K "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 assessment is to measure and report mastery–it's a 'summation' of learning.'"
- The grade K materials also include a rationale for each type of assessment. For example, the rationale for formative assessment includes the following statement: "Several varied, in-the-moment formative assessment tool templates, including digital, editable copies, are provided within the Just Right Reader "Assessment Program." In addition, Just Right Reader's supplemental "Progress Monitoring Guide" includes step-by-step guidance to monitor progress using planned, formative assessment with a combination of data tools."

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 "Formative Assessment" section with advice and suggestions on evaluating the students. For instance, in grade K Set 1, *"Libro de la letra Q,"* it is stated that during phonemic awareness, teachers should "note

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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 K materials explicitly align the three types of assessments and the TEKS. Figure K.2, Spanish grade K assessment overview, provides the TEKS standards and shows the alignment with different types of assessments. To illustrate, the figure includes K.2.A.ix, "Manipulate syllables within a multi-syllabic word" and alignment with the two informal formative assessment resources: "Phonological Awareness Checklist" (GK) 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 aligns to the state standards.

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

- The grade K materials provide instructional assessments including standards-aligned items at varying levels of complexity. To illustrate, the Set 1-2 Spanish "Summative Assessment Letter Recognition" includes the standards and skills assessed such as SLA. K.2.B.i: Identify and match the common sounds that letters represent. Additionally, this assessment resource includes teacher directions for students to respond to oral directions such as *"Encuentra la imagen del _____,"* and to respond in writing to identify and differentiate lowercase and uppercase letters.
- The grade K 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 K Assessment Guide is the "Alphabetic Principle: Name the Letters & Say the Sounds"; then more complex skills are assessed through the program.

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

Evidence includes, but is not limited to:

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

- The materials include guidance on instructional assessment to monitor progress 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/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 "Prompting Guide" guides for teachers to respond to students' reading and writing performance.
- The Spanish Assessment and Scoring Guide provides guidance for responding to student performance. The 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

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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 provide guidance for instructional assessment throughout the week, outlined in the "Progress Monitoring Guide" under "Step 3: Weekly Monitoring." Teachers assess students' phonics skills on Monday using the "Reading Observation" form. By Wednesday, they will have performed a timed reading of a previously read passage using the "Fluency Checks." On Friday, teachers assess students' comprehension using questions based on the week's passages, recorded in the "Comprehension Assessment." All data is then transferred to the "Phonics/Fluency Monitoring Form" for teacher records.

- 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.

- The 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 students track 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 grouped by decodable book sets. For example, in grade K, Set 1 *"Libro de la letra A"* 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 guides, where they find language to support instruction in six skills, including decoding, writing, fluency, and other skills. For instance, regarding writing skills, the "Prompting Guide" states that while writing, if a student "Struggles to write letters, words, or punctuation," prompt with: *"Di la palabra lentamente. ¿Qué sonidos puedes escuchar? Escribe cada sonido."* 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."
- 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. The materials do not include pre-teaching or embedded supports for unfamiliar references in text (e.g., figurative language, idioms, academic language).

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

- 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 *Mona y el mono* the materials guide the teacher to introduce the sound M by stating "Say: *Vamos a practicar cómo identificar el sonido /m/ al principio de una palabra. Si escuchan el sonido /m/ al principio de la palabra, ¡párense muy rápido! Mi palabra es mono.*"
- The materials include prompts to support the teacher in modeling the concepts through explicit lesson plans. For example, in El reto de Reni (grade K, Lesson Plan, "Guided Practice" lesson Step 3, Set 4), the teacher is guided by explicit modeling prompts on how to deliver the lesson: "3. Model text reading: Page 5 Say: "*Hay dos palabras con la R fuerte en esta página. Pongan un dedo sobre una de las palabras con la R fuerte. (rosa, ramo)*". Then, the teacher is guided to say, "*Lean las palabras conmigo… 'rosa,' 'ramo.'*"

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. At the unit level, the "Weekly Overview" provides

teachers with "lesson plans and supplemental resources to plan for instruction." For example, the *"Ejercicios de lectura,"* include a series of instructional approaches to support developing readers, providing *"una 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 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 *"¿Oso o sapo? Palabras con la letra S"* (grade K, Set 3, Lesson Plan) includes guidance for teachers to support effective implementation through guided, independent, and collaborative practice during the lesson cycle. For example, the "Guided Practice" section guides the teacher with explicit support for guided practice: "1. Hand out copies of book 2. Introduce the text. Say: "*Este libro se llama ¿Oso o sapo? Pongan un dedo en una palabra con el sonido /s/. (Oso, sapo) 3. Model text reading: Page 3 Say: Hay cuatro palabras con la S en esta página. Pongan un dedo sobre una de las palabras. (Paso, solo, pasa, Asa)."*

- The materials include opportunities for independent and collaborative practice. For example, in the "Independent Reading" section of the lesson, "Students read independently. Decide if you want them to whisper or read aloud. Listen and use the "Prompting Guide" where needed. Use the "Reading Observation" form to take notes." The "Reading Review" section explicitly guides teachers to effectively implement collaborative practice: "1. Group discussion - Say: "*¿Qué hace Sam en el cuento? ¿Qué hace la mamá?"* - 2. Find words in the book that have the /s/ sound. 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."

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 using 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 guide teachers to effectively use the 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 Spanish*. The materials include

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embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and oral and written discourse. For example, to support oral language development the materials include the use of "Think-Pair-Share" and sentence stems.

- The materials provide embedded guidance for teachers to effectively support emergent bilingual students in developing academic vocabulary, increasing comprehension, and building background knowledge. This is achieved through differentiated guidance for academic language development. Strategies such as "Think-Pair-Share," paraphrasing pairs, oral summaries, sentence frames/stems, and cross-linguistic connection ideas are recommended for language growth. 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 materials include sequenced instruction of phonics (sound-symbol correspondence) skills within each lesson plan. For example, in *"Aprendo más de la letra C"* (grade K lesson plan; Set 2; Week 18), the "Phonics Review" section includes the following instructional steps: "1. Review the letter Cc. Say: *"Recuerden que la letra C produce el sonido /c/."* Show the letter Cc card. 2. Match letters to a letter/sound chart. Give each student a bag of letters. Students pull one letter at a time and match it to the corresponding letter on the letter/sound chart. Ask students to say the name of the letter and its sound as they put the letter on the chart."
- The materials include resources that support systematic instruction of foundational skills. For example, at the "Unit/Module Overview" or "Weekly Overview" level, teachers are provided with a detailed "Spanish Phonics Progression" that starts with foundational skills (Weeks 1-9; decodable book set 1), such as letter-sound correspondence at the letter level, which then progresses to more complex concepts such as blending (grade K; Set 10; Weeks 33-34; br, gr). The lesson plans also follow a systematic and sequenced instruction of phonics (sound-symbol correspondence) and foundational skills that then progresses into more advanced concepts in a way that previously learned skills are continuously used to ensure repeated practice. For example, in lesson plan *"Libro de la letra C"* (grade K lesson plan; Weeks 1-9) and lesson *"Rita pinta rocas"* (grade K lesson plan; Set 7; Weeks 27-28), teachers are directed to use Cc letter cards to have students identify the symbol for the letter and the sound. In *"Rita pinta rocas,"* the lesson starts with the teacher explaining to the students that they will be

reading words with digraphs and explains the definition of a digraph to the students, *"Las dos letras del dígrafo son dos de la letra R juntas. El dígrafo RR hace el sonido /rr/."* The lesson then moves to forming the syllables with this digraph and then to forming words with the same digraph. Finally, students practice writing in the decodable *"Rita pinta rocas."* This instructional design is consistent throughout grade K lesson plans.

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

- The materials include explicit (direct) opportunities for phonics (sound-symbol correspondence) skills. For example, in *"Aprendo más de la letra C"* (grade K lesson plan; Set 2; Week 18), the "Phonics Review" section includes explicit instructions for teachers on how to proceed as indicated: "1. Review the letter Cc. Say: Recuerden que la letra C produce el sonido /c/." And then "Show the letter Cc card."
- The materials include lesson plans that provide explicit, intentional daily opportunities for phonics (sound-symbol correspondence) skills. For example, *in "Aprendo más de la letra C"* (grade K lesson plan; Set 2; Week 18), the "Phonics Review" section reads: "2. Match letters to a letter/sound chart. Give each student a bag of letters. Students pull one letter at a time and match it to the corresponding letter on the letter/sound chart. Ask students to say the name of the letter and its sound as they put the letter on the chart."

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

- The grade K materials provide explicit instructions, structured activities, and clear teaching strategies that guide the teacher in implementing the practice of phonics skills in isolation. For example, the materials include structured activities for phonics skills in isolation. For instance, in the lesson *"Aprendo más de la letra Ll" (*grade K lesson plan; Set 2), teachers utilize activities like "Phonics Review for Grade K," in which students practice phonics skills independently. One activity prompts student to match letters to a letter/sound chart, ensuring they correctly pronounce the letter names and sounds as they participate actively in the learning process.
- The materials also offer clear guidance regarding phonics skills through decodable texts. In the same lesson plan*, "Aprendo más de la letra Ll,"* there is a lesson component titled "Choral Reading and Reading Review," where students engage in decoding and encoding skills using decodable texts. This activity reinforces phonics skills in context, allowing students to practice reading fluently while applying their phonics knowledge. In another example, the lesson "En el cañon" (grade K lesson plan; Set 6) demonstrates the integration of phonics through decodable texts. Teachers begin by having students identify and read words containing the letters Z and W using Elkonin boxes and Unifix cubes. Subsequently, students continue practicing these phonics skills through the decodable book *"En el cañon,"* ensuring a seamless transition from isolated skills practice to application within meaningful text.

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 K "Pacing Guide" with Decodables provides guidance for teachers to include an opportunity for cumulative review of previously taught skills during the Suggested Weeks 35-36. For "Phonics Skills" it suggests "Cumulative Review" and for "Decodable Sets," it suggests including sets 1-10, which are the sets that are covered throughout the prior 34 weeks.
- The grade K 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," "Blend It" for phonological awareness, "Phonics Go Fish" 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).

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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

The 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 grade K materials provide daily lessons that integrate explicit instructions for teachers on how to introduce and model new skills. For example, in the lesson *"Oso o Sapo"* teachers find directions and prompts on how to introduce the lesson's objective as indicated: *"Hoy vamos a leer palabras con la letra S. Recuerden que la letra S se pronuncia /s/."* Then, the teacher is guided to model blending phonemes using Unifix cubes to decode words, demonstrating each sound with corresponding cubes and saying, *"Cada cubo representa un sonido. Voy a tocar un cubo y decir un sonido. /s/... /a/... /p/... /o/ ¡sapo!"* while pointing under the entire word. The lessons offer comprehensive guidance for teachers, ensuring a clear and structured approach from direct instruction to independent practice for the students.
- The grade K lesson plan *"Beti al bate" (*Set 5: Weeks 23-24) is another example that shows how the daily lessons integrate explicit directions for teachers on how to introduce and model new skills ("Phonics Review") before asking students to read with the teacher's guidance ("Guided Practice") or independently ("Independent Reading"). For example, in the "Phonics Review" component of the lesson (steps 1-4), the materials direct teachers to introduce (Step 1) the lesson's skill for the day, "Palabras con la letra B," by saying, "*Hoy vamos a leer palabras con la letra B. Recuerden que la letra B hace el sonido /b/."* Then, in Step 2, the teacher models "Phonological Awareness: Syllable Break-Up with Unifix Cubes," *"Voy a decir una sílaba. Ustedes van a decir los sonidos que escuchan en la sílaba. La sílaba es /ba/. ¿Cuántos sonidos escuchan? Sí, hay dos sonidos. Vamos a dividir esta sílaba en sus sonidos. (Break apart cubes.) ¿Cuáles son los sonidos? Sí, son /b/ y /a/."* And proceeds to model "Phonics Skills: Elkonin Boxes & Spanish Letter Tiles" (Step 3) and engage students in a "Phonics: Choral Reading Word Practice" (Step 4). Then, the lesson continues with "Guided Practice," where the materials direct teachers to say, *"Este libro se llama Beti al bate. Pongan un dedo en las*

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palabras con el sonido /b/" and "Independent Reading," where the materials direct teachers to have the "students read independently."

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

- Each daily phonics lesson provides directions for teachers to use during explicit/direct guided instruction. For example, in *"Qué tesoro"* (grade K lesson plan; Set 6), the teacher is given explicit, direct, guided instruction opportunities. First, during the "Phonics Review" component of the lesson: "1. Introduction Say: *Hoy vamos a leer palabras de dos sílabas con el dígrafo QU. Recuerden que el dígrafo QU hace el sonido /k/. Siempre se usa la Q con la U. La U no tiene sonido. Hay dos sílabas que usamos con la Q: /que/ y /qui/."* 2. "Phonological Awareness: Clap-Clap-Blend" syllables. Teacher says a two-syllable word, and students clap out each syllable. Say*: Podemos combinar diferentes sílabas para formar palabras. Miren este ejemplo.* (Say the first syllable, /que/, and clap. Say the next syllable, /so/, and clap.) *Ahora combínenlas: /que/, /so/.* (Hit table with fist for the whole word*). ¡La palabra es queso!* Practice with more words*: quiso, quitó, quedó."* Also, during the "Guided Practice" component, the materials provide explicit, direct, guided steps to deliver the lesson: "1. Hand out copies of the book 2. Introduce the text. Say: *Este libro se llama Qué tesoro. Pongan un dedo en las palabras con el dígrafo QU en la primera página. (Quique, bosque, qué)* 3. Model text reading: Page 3 Say: *Hay tres palabras con el dígrafo QU en esta página. Pongan un dedo en una de las palabras. (Qué, quiso, Quique) Say: Lean las palabras conmigo… Qué, quiso, Quique. Say: ¡Lean la oración conmigo! '¿Qué será? –quiso saber Quique.'"*

- Each lesson plan includes instructions on how to use the "Prompting Guide" during independent reading. However, there is no evidence of immediate feedback provided throughout the different sections of the lesson plan. The materials do not explicitly guide the teacher in giving immediate feedback throughout all lesson plan components. For example, in *"A la deriva"* (grade K lesson plan; Set 8; "Phonics Review" component), the teacher has no guidance on how to respond if students answer incorrectly. The lesson script instructs the teacher to say, *"Lean la sílaba en la tarjeta (/ro/). Ahora, veamos la siguiente tarjeta. Combinemos las sílabas en las tarjetas. ¿Qué dice la palabra? (rosado)." However, the materials do not include explicit instructions for immediate feedback if students do not provide the correct answer, such as "rosado."*

- The materials include a "Prompting Guide" for teachers to address common student breakdowns during independent reading. Each lesson plan includes instructions on how to use the "Prompting Guide" during independent reading. The materials do not explicitly guide the teacher in giving immediate feedback throughout all lesson plan components. For example, in "*A la deriva"* (grade K lesson plan; Set 8; "Phonics Review" component), the teacher has no guidance on how to respond if students answer incorrectly. The lesson script instructs the teacher to say, "*Lean la sílaba en la tarjeta (/ro/). Ahora, veamos la siguiente tarjeta. Combinemos las sílabas en las tarjetas. ¿Qué dice la palabra? (rosado)."* However, the materials do not include explicit instructions for immediate feedback if students do not provide the correct answer, such as "rosado." The materials provide explicit guidance for

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teachers to use a "Prompting Guide" during independent reading but do not include explicit instructions or opportunities for immediate feedback within various lesson plan components, such as in "Phonics Review" or "Reading Review."

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

- The materials include daily lessons that provide various opportunities for students to practice through independent and collaborative learning. For example, in *"La obra escolar"* (grade 1 lesson plan; Set 31), the "Reading Review" component includes a "Group Discussion" activity requiring students to work with a partner and explicit instructions for teachers on how to facilitate this activity, including what to say. To illustrate, the lesson plan instructs teachers to say: *"¿Por qué Natalia estaba nerviosa en la historia? ¿Sentirían todos los mismo en la situación?"* Then, the teacher is guided to direct students to "Find words in the book that have the diacritical accent," while "Students find a word and put their finger on it." Then, "When everyone has found a word, students share the word they found out loud or with a partner." The lessons offer enough guidance for teachers, ensuring that students have a variety of opportunities to practice throughout collaborative learning (when sharing the word they have found (that has the diacritical accent) and independent practice (when students share the word they found with a partner).

- Daily lesson plans also offer a variety of opportunities for students to practice through collaborative learning with diverse resources and activities designed for students to review and practice skills together. For instance, in grade K, Set 4, "*René, Rita y El Reno Palabras Con La Letra R (Fuerte),"* 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. To illustrate, *"El sapo de polo"* (grade K lesson plan) also encourages collaborative learning as students share words containing the letter p with their partners.

- Daily lessons also include a variety of opportunities for students to practice independently. The lesson plans provide guidance for teachers to facilitate group discussions following independent reading, as illustrated in "*Aprendo más de la letra Hh"* (grade K lesson plan; Set 2). Students engage in group activities such as reading their favorite page aloud and brainstorming words starting with /h/. The materials include specific directions for teachers to facilitate independent reading using decodable books that reinforce newly taught phonics patterns. For example, in *"René, Rita y El Reno"* (grade K lesson plan; Set 4; *Palabras Con La Letra R fuerte*), students are instructed to identify words with the newly taught phonics pattern independently. Teachers prompt students to place a finger on words with the /rr/ sound and identify words with "strong R."

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 K lesson plan overview gives the teacher specific instructional strategies, materials, and resources to teach the suggested weekly phonic skills. To illustrate, during Weeks 19-24, the "Unit/Module Overview" suggests that teachers use a set of instructional strategies, such as "Reading Workouts" and "Building Words," and a set of materials and resources, such as Elkonin boxes and decodable sets, when teaching letters and two-syllable words.
- The grade K materials do not include an intentional cumulative review throughout the curriculum. The Grade K "Pacing Guide" with Decodables and the "Weekly Overview" include one instance with guidance for intentional cumulative review suggested for Weeks 35-36 instead of throughout the curriculum. For grade K, both resources suggest Weeks 35-36 for "Phonics Skills: Cumulative Review" and recommend "Decodable Sets" 1-10," which are the sets covered throughout the school year. Still, the materials do not guide teachers to include intentional cumulative review throughout the curriculum.

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

- The grade K materials, such as the QR code-accessible videos in the decodable books, offer opportunities and activities for students to practice the phonics skills that have been explicitly taught. For example, the video in the decodable books in Set 3, such as *"La masa"* (grade K decodable book; lesson plan; Set 3; Weeks 19-20), review the letters a, m, n, p, s, l, o,"

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Just Right Reader Inc., *Just Right Reader Decodables de jardín de infantes*, Spanish Phonics, Kindergarten

phonics skills taught in earlier lessons in Set 1 and Set 2: *"Libro de la letra A"* (grade K lesson plan; Set 1; Weeks 1-9), *"Libro de la letra s"* (grade K lesson plan; decodable book; Set 1; Weeks 1-9), *"Aprendo más de la letra Ss" (*grade K lesson plan; decodable book; Set 2; Weeks 10-18), and *"Aprendo más de la letra Aa"* (grade K lesson plan; Set 2; Weeks 10-18).

- The materials provide explicit instructions that guide the teacher in facilitating student practice of phonic skills previously taught. For example, in the decodable book *"El Libro de la Q," the extension activities, such as "Diversión Fonética" and "Diversión con Sonidos,"* specifically target the phonics skill related to the letter and sound Q that have been taught in the lesson *"El Libro de la Q"* and practiced throughout its decodable book (*"El Libro de la Q"*).

Decodable texts incorporate cumulative practice of taught phonics skills.

- The grade K decodable texts incorporate cumulative practice of taught phonics skills. For example, at the beginning of grade K, the materials suggest teaching letter recognition and two-syllable words by using the letter books Set 1 through Set 5, such as the lesson *"Libro de la letra B"* and *"Libro de la letra R"* (grade K lesson plans and decodable books; Set 1; Weeks 1-9). The materials suggest lessons that incorporate the cumulative practice of previously taught phonics skills, such as *"Palabras con la letra B"* and *"Palabras con la letra R" (*grade K lesson plans and decodable books; Set 2; Weeks 1-9) and progress to lesson *"El reto de Reni"* (grade K lesson plan and decodable book; Set 4; Weeks 21-22), in which students learn *"Palabras con la letra R (fuerte)"* and *"Beti al bate"* (grade K lesson plan and decodable book; Set 5; Weeks 23-24). Then, moving to two- and three-syllable words in Sets 6 through 10, such as *"El mural"* (grade K lesson plan and decodable book; Set 6; Weeks 1-9), where students learn *"Palabras de dos sílabas con la letra R intermedia."* Finally, moving towards the end of grade K, the decodable texts include words with blends br and gr, such as lesson *"Un abrigo para Min"* (grade K lesson plan and decodable book; Set 10; Weeks 33-34), where students, because of the cumulative nature suggested by the "Pacing Guide", learn *"Palabras con las combinaciones br, gr."*

- The instructional materials include decodable texts that incorporate the cumulative practice of previously taught phonics skills. For example, during weeks 1-9 of grade K, teachers are suggested to use Set 1 of the decodable texts, which focus on specific letters, such *as "Libro de la letra G."* Then, in weeks 10-18, the materials transition to word books that include decodable texts like *"Aprendamos más de la letra Gg."* And towards the end of the suggested instructional pacing, the materials introduce two- and three-syllable words using previously taught letters, exemplified by the decodable book *"¿Qué pasa con Gema?"*

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

- The grade K 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 lessons *"Pamela hace una piñata"* (grade K lesson plan; Set 8; Weeks 29-30), the materials guide teachers to facilitate explicit phonics instruction,

enabling students to encode words like *"Palabras con las letras M, P, S, L"* before advancing to independent reading of decodable texts that apply these skills.

- The grade K materials also include a structured instructional focus for practice in connected text. For example, in this same lesson, *"Pamela hace una piñata"* (grade K lesson plan; Set 8; Weeks 29-30), the "Phonics Review" component guides teachers to have students spell words using letter tiles and Elkonin boxes that focus on the explicitly taught skill. After explicit instruction on letter-sound correspondence, students practice encoding words that include that letter-sound correspondence in connected text. Then, during the independent reading section, students practice reading words in the decodable book with the letter-sound correspondence taught during the lesson.

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," "Letter-Sound Correspondence," "Blending Sounds," and "Segmenting Words." These are aligned with grade K 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 variety of assessment tools that are developmentally appropriate. The materials include a "Phonics Skills Checklist" and "Comprehension Check" form. The "Phonics Skills Checklist" assesses "Phonics Skills: Alphabet Knowledge, Phonemic Awareness, Phonics Rules, and Sight Words." This aligns with the grade K TEKS. The teacher is guided to use the "Phonics Skills Checklist" during the baseline reading to document each student's mastery of phonics rules. The "Comprehension Check" form assesses student understanding of the main idea, response to inferential questions, and predictive thinking. These are aligned to grade K TEKS. The materials guide the teacher to use the "Comprehension Check" form on Friday. The teacher orally asks the questions from the week's passages and the student responds.

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 K.2(B)(ii), which involves using letter-sound relationships to decode one- and two-syllable words, are not thoroughly assessed.
- 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 K 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 K.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 "Formative Assessment Collecting & Analyzing Data" table guides teachers to use the assessment tool "Phonics & Fluency Monitoring Form" (GK–2) to track individual student progress with the purpose of "to monitor errors in targeted phonics skill application, lapses in engagement and confidence, notes on student interaction and participation, and observations related to fluency trends."
- The grade K 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 "Alphabetic Principles: Name the Letters & Say the Sounds." It also suggests the next step for the teacher based on the student's

responses. For example, "If a student scores 50% or better on a Decoding subsection," the teacher should "administer the next, more complex Decoding 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 students' 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. For example, in the "Formative Assessment" section of the lesson plan, *Libro de la letra U*, 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 K materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. The Assessment Guide includes "Figure K.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 diagnostic and formative levels, materials provide the "Phonological Awareness Checklist" (GK); at the summative level, materials provide the "Summative Assessment: Class Score Graph" (GK) to monitor the class's average score on each "Summative Assessment." The above assessments help educators identify patterns, trends, and outlying data.

- The grade K materials provide tools to support teachers responding to whole-class data to inform instruction. For example, the "Phonics Skills: Spanish Decoding/Encoding Checklist" (GK) 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.

- 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, 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 K 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 "Alphabetic Principles: Name the Letters & Say the Sounds." The administration recommendation states: "If a student scores 92% or better on both Alphabetic Principles subsections, administer the Decoding subsections, beginning with VC & CVC and working toward more complex skills. If a student scores 50% or better on a Decoding subsection, administer the next, more complex Decoding subsection. If a student scores below 50% on a Decoding subsection, stop the assessment."
- The grade K materials provide specific guidance on how often progress should be assessed. This information can be found in Figure K.3 of the "Spanish Grade K Assessment Timetable," which is located in the grade K "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 formative assessment, "Phonics & Fluency Checklist: Connected Text Fluency," on a weekly basis throughout sets 1-10.
- 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 K 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 and rely on the teacher's judgment to determine the best level for the student.

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 K lesson plans do not include explicit (direct) instructional guidance on developing oral language through various methods. For instance, in the "Reading Review" lesson component in *"¿Qué más hace Cero?"* lesson plan; Set 7, Suggested Week 27-28, although teachers are guided to start a group discussion with the students and to have them "think of other activities" with Cero, the lesson plan does not guide teachers on how to ensure the students speak audibly or clearly and use language conventions. For example, the "Reading Review" component directs teachers to say, *"Imaginen que van a pasar el día con Cero. Piensen en algunas actividades que pueden hacer con él."* Lesson plans do not include explicit (direct) and systematic instructional guidance on developing oral language and oracy through various instructional methods.
- The grade K materials do not include systematic instructional guidance on developing oracy or oral language through a variety of methods. To illustrate, the "Weekly Overview" for Weeks 1-9, suggests materials, resources, instructional strategies, and directions for Core Instruction, lesson plans for decodables in set 1." In addition, "Integrate QR Phonics Videos into daily lessons as a multimedia tool to reinforce phonics principles in a fun and accessible way." For example, the materials guide the teacher to "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 included in the materials.

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

- The grade K 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 *"Busca el sombrero"* lesson plan; Set 10, Weeks 33-36. During the five minutes suggested for writing, the materials include guidance for teachers to engage students in a "Beginning, Middle, End" activity where students "draw one picture about the beginning, one about the middle, and one about the end of the book." Then, they "label the beginning sounds of each picture." Finally, the students engage in academic communication by turning to a partner and taking turns "telling what happened in the book." However, clear, explicit teacher guidance is not included.
- The grade K lesson plans include opportunities for students to communicate academically for different purposes. For example, the lesson *"Libro de la letra V"* lesson plan; Set 1; Weeks 1-8 includes opportunities for students to speak to the teacher and for a group discussion. To illustrate, the "Reading Review" component of the lesson plan includes a "Find the letter Vv in the book" and a "Group discussion" activity. In the "Find the letter Vv in the book" activity, the students "find a letter V," and when "everyone has found a letter, students say the name of the letter out loud or with a partner." In the "Group Discussion" activity, students find their favorite page and "read the word for the group." Then, students "think of another word that begins with /v/."
- Although not explicitly labeled as such, the materials also include opportunities for students to engage in social communication for different purposes. For example, in the "Group Discussion" activity in *"El coro de Lara"* lesson plan; "Reading Review" component; Set 1; Weeks 25-26;, the students are prompted to answer *"¿Qué harían ustedes si descubrieran un loro en su bolsa durante la práctica de coro? ¿Se pondrían felices? ¿Estarían tristes?"* Which allows students to make personal connections and engage in social communication.

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 K materials include authentic opportunities in Spanish for students to listen actively during the "Phonics Review" component of every lesson. For example, in *"¿Humo en el bosque?"* lesson plan; Set 7, Week 27-28, the students listen actively while the teacher explains phonics skills using Elkonin boxes & Spanish letter tiles. To illustrate, during this portion of the lesson, the students listen actively while the teacher says, *"Aquí hay un papel con cuadrados y unas tarjetas con letras. Digo la palabra, hace."* Then, the teacher places "the letter tiles H, A, C, and E in the boxes" while saying each sound, eventually practicing with more words with similar phonics skills.
- The grade K materials include authentic opportunities in Spanish for students to engage in discussions to understand information and share information and ideas during the group

discussion activity, which is included in the "Reading Review" component of lessons. To illustrate, in the lessons *"Busca el sombrero"* lesson plan; Set 10, Weeks 33-34 *and "Un abrigo para Min,"* the materials guide teachers to engage students in group discussions by prompting them with questions about character actions.

- Similarly, the 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 *"¿Humo en el bosque?"* lesson plan, Set 7, Suggested Week 27-28 students draw pictures related to the sounds and events of the story and then "take turns telling what happened in the book."

- The materials do not include resources, guidance, or instructions for teachers to engage students in authentic opportunities in Spanish to ask questions. There is no evidence at the "Unit/Module Overview" of lesson plan levels.

Foundational Skills

5.C.1	Alphabet Knowledge (K only)	20/24
5.C.1a	Materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. (PR 2.A.1)	2/2
5.C.1b	Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet (upper and lowercase) and their corresponding sounds. (PR 2.A.1) (T)	6/6
5.C.1c	Materials include guidance in Spanish for the teacher to provide explicit (direct) and systematic instruction for letter formation for the 27 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T)	4/4
5.C.1d	Materials include a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)	8/12

The materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet (upper and lowercase) and their corresponding sounds. Materials include guidance in Spanish for the teacher to provide explicit (direct) and systematic instruction for letter formation for the 27 letters of the alphabet (upper and lowercase). Materials include a variety of activities and resources for students to develop, practice, and reinforce alphabet knowledge both in isolation and in the context of meaningful print. Materials do not include reinforcement through cumulative review.

Evidence includes, but is not limited to:

Materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. (PR 2.A.1)

- The materials follow the sequentially structural design of the letter-sound transparency in Spanish. The materials include a Spanish "Phonics Progression" which includes the letters and sounds that will be taught during each set. For example, in grade K, a, m, n, p, s, l, and o are taught in the decodable readers. This allows students to be able to learn the sounds and quickly transition to decoding words with these specific sounds.
- Materials include a systematic sequence for introducing letter names and their corresponding sounds. The material consists of a "Spanish Phonics Progression" that explains the progression of skills in sets and instructs teachers to start with Set 1 for Weeks 1-9. This progression all letters in alphabetical order instead of in an authentic and systematic Spanish sequence.

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

- The materials provide detailed lesson plans and scripted instructions that explicitly guide teachers in delivering direct instruction in Spanish. Lesson plans include structured activities, such as phonics reviews, choral reading, and interactive exercises that teach both uppercase and lowercase letters of the Spanish alphabet and the corresponding sounds of all 27 letters.

- The grade K lesson plans integrate activities that enhance student automaticity in identifying the 27 letters of the alphabet and their sounds. For instance, the *"Libro de la letra A"* lesson plan in Set 1, outlines specific instructional steps for teachers to introduce the letter Aa and its sound /a/. The lesson incorporates visual aids and interactive elements, such as the use of Elkonin boxes and letter tiles during the "Phonics Review" lesson component, where students repeat the letter name and its corresponding sound and engage in activities like identifying words in the decodable books that align with each lesson plan.

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

- The materials include lesson plans with Spanish guidance for teachers to deliver explicit instruction for letter formation for the 27 alphabet letters (uppercase and lowercase). For instance, in the *"Libro de la letra C"* lesson plan, teachers are guided to demonstrate the formation of the letter C by tracing it in the air and then on a surface. They then model the formation of lowercase c, reinforcing the correct formation through verbal and visual cues. This example illustrates how the materials explicitly guide teachers to instruct students on letter formation in Spanish throughout the grade K curriculum.

- The decodable books include videos in Spanish that provide explicit instruction for letter formation for the 27 uppercase and lowercase letters. For example, in *"Libro de la letra J,"* the second page displays both the uppercase and lowercase J and provides instructions to watch a video that explains letter formation. To illustrate, in the video, students observe a teacher explaining the *"Libro de la letra J."* The teacher says, *"Veamos la letra que hace el sonido /j/"* and showing the letter Jj while stating, *"Esta es la letra J mayúscula."* Then, the teacher in the phonics video explains, *"La letra J comienza con una gran línea hacia abajo y luego se curva. A veces, una J mayúscula tiene una pequeña línea en la parte superior."* For the lowercase j, the video describes, *"Esta es la letra minúscula j. Esta es la j minúscula. También comienza con una gran línea hacia abajo, luego se curva y tiene un punto. J hace el sonido /j/."*

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

- The grade K materials include a variety of activities and resources in Spanish designed to develop, practice, and reinforce alphabet knowledge in isolation within meaningful print contexts. Lesson plans and decodable books incorporate effective memory-building strategies to enhance learning through cumulative review. For instance, in the lesson plan *"Libro de la letra P,"* students identify the letter Pp and its sound /p/ through picture cards featuring a bird, bread, and a pickle (*pájaro, pan, pepino*). Progressing to the decodable book *"Libro de la letra P,"* students engage in reading exercises involving both uppercase and lowercase P. They are instructed to locate and mark instances of the letter P in their books, and subsequently share their findings with their peers. The materials support alphabet knowledge development, offering opportunities for practice and reinforcement in isolated and meaningful contexts.

- The materials include various activities and resources designed to cultivate alphabet knowledge in isolation through targeted memory-building strategies. For example, in the grade K lesson plan *"Libro de la letra D,"* students are tasked with identifying the letter Dd and its sound /D/ using picture cards featuring items such as *diente, ducha, delfín*. Similarly, in grade K decodable Set 2, the *"Diversion Fonética"* activity prompts students to search the classroom for objects that start with the letter Dd. Also, the decodable book *"Libro de la letra D"* features a QR code-accessible phonics lesson video that models the sounds of uppercase and lowercase Dd in isolation, along with instructions for writing them. The curriculum includes similar engaging activities throughout its lesson plans and decodable books that reinforce isolated letter recognition, which enhances students' foundational literacy skills in Spanish. The materials do not include reinforcement through cumulative review.

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) nor systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. 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. 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 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 materials systematically introduce letter-sound relationships in an order that aligns with best practices for Spanish phonics instruction. For example, the grade K 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 book also offers opportunities to read the letter through the text and practice writing it in upper and lowercase.
- The materials include lesson plans that provide direct and explicit instruction in letter-sound relationships in a coherent order that facilitates effective application to basic decoding and encoding skills in Spanish. For example, the use of decodable books progresses alphabetically starting with *"Libro de la letra A"* and moving to *"Libro de la letra B,"* following a structured phonics-based sequence that would support phonemic awareness and skill development in Spanish phonics.

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 grade K materials provide specific guidance for the teacher to provide direct and clear instruction in Spanish, particularly in supporting students to connect sounds to letters within words. The recommended explanatory feedback for students based on common errors and misconceptions is not adequately addressed. Instead, the materials guide teachers to use a generic "Prompting Guide" for the wealth of skills taught in grades K, 1, and 2. To illustrate, the *"Libro de la Letra N"* (grade K lesson plan; Set 1) begins with a phonemic awareness component that guides the teacher to use "picture cards to show /n/" while saying, *"Hoy estamos escuchando palabras que comienzan con el sonido /n/."* The materials also guide teachers to "show three cards that begin with /n/ and one that does not." Then, the lesson plan guides teachers to say the name of each picture, to emphasize the beginning sound, to repeat the picture's name, and ask, *"¿Eso comienza con el sonido /n/? "¡Sí!"* Finally, the lesson plan suggests reviewing each card "if students do not identify the correct picture." These steps do not provide explicit instructional explanatory feedback that supports teachers in providing explanatory feedback for students based on errors and misconceptions specific to grade K.
- The materials provide guidance for teachers to deliver explicit instruction in Spanish that effectively connects phonemes to letters within words. The materials do not include recommended explanatory feedback for students based on common errors and misconceptions. The materials include a "Prompting Guide" that offers general prompts across multiple grade levels (grades K through 2), but it lacks specific strategies tailored to address state standards and grade-level requirements.

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 and resources in Spanish for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode multisyllabic words in authentic Spanish decodable connected text. For example, grade K materials include decodable readers that start with letter books in Set 1 and build up to books with multisyllabic words in Sets 3 -9. Each book ends with student activities related to the text, such as *"¿Qué pasa, Gema?"* in Set 6. The materials at the end of the decodable book include *"Diversión fonética,"* a section which instructs students to, for instance, *"Escribe las letras g y a. Haz un dibujo de algo que empiece con cada una de estas letras."*
- The materials include a variety of activities in Spanish for students to develop their understanding of applying letter-sound correspondence to decode words in isolation. The "Teacher Resources" provide 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 Workout" includes 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.

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 materials include a sequence for introducing phonological awareness activities according to grade-level Spanish TEKS. They start with simple skills but do not include transitions to more complex skills. Additionally, there is a systematic and authentic Spanish sequence for phonological awareness activities, starting with simple skills but missing transitions to smaller units of sound (e.g., adding, deleting, and substituting syllables). For example, the grade K lesson plan *"Libro de la letra E"* begins with introducing the letter Ee and its sound /e/. This foundational step is essential in phonological awareness as it focuses on identifying and

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producing the sound associated with a specific letter. The practice of saying the letter and its sound together helps students associate the visual representation (letter) with the auditory component (sound). This specific lesson focuses primarily on identifying the letter and its sound. Still, although the materials begin with simple skills, they do not include a gradual transition to more complex skills.

- The materials include lesson plans with step-by-step instructional guidance for teachers but do not provide systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS for identifying and producing rhyming words, recognizing spoken alliteration, deleting and substituting syllables, or identifying words in spoken language. For example, the grade K "Pacing Guide" instructs teachers to teach letter recognition and blending of spoken syllables to say two-syllable words at the beginning of the school year. It eventually guides teachers to teach blending of three-syllable words. However, no evidence shows guidance for teachers to teach identifying and producing rhyming words (TEKS K.2Ai), recognizing spoken alliteration (TEKS K.2Aii), or identifying the individual words in a spoken sentence (TEKS K.2Aiii).

- The materials do not include a systematic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with larger units of sound (e.g., identifying and producing rhyming words, recognizing spoke alliteration, identifying the individual words in spoken sentences) and gradual transitions to smaller units of sound (e.g., adding, deleting, and substituting syllables). For example, the grade K lesson plan from set 1, *"Libro de la letra A,"* guides teachers to "show three cards that begin with /a/ and one that does not." Then, students find the image that does not begin with /a/, as shown in *"Tu trabajo es encontrar la imagen que no comienza con /a/."* Then, teachers are guided to "show and say each picture" while "students repeat." These instructional steps, consistent throughout lesson plans in set 1 (weeks 1-9), do not include identifying and producing rhyming words (TEKS K.2Ai).

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

- Materials 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. For example, during the "Phonics Review" component, the teacher is guided to use the phonological awareness activity, "Stand up, sit down." During this activity, students "sit in their seats while the teacher says a word with or without the initial N. To play, students must stand up quickly when they hear the letter N at the start of a word." Students practice identifying initial word sounds with the sound /n/, as illustrated in *"Vamos a practicar cómo identificar el sonido /n/ al principio de una palabra. Voy a decir algunas palabras. Si escuchan el sonido /n/ al principio de la palabra, ¡párense muy rápido! Mi palabra es Nana."* Practice with more words that may or may not begin with /n/: *Ana, nido, mano, Nano, lona, no.* The lesson does not include direct and explicit explanatory

feedback for students based on common errors and misconceptions, e.g., the recommended response if students fail to stand when they hear the initial /n/ sound.

- In addition, the materials include a general "Prompting Guide" used in grades K through 2 that identifies student errors such as "Decodes isolated sounds correctly but mispronounces the word." The "Prompting Guide"suggests that the teacher ask if the pronunciation sounds right and then model the correct pronunciation for the student to echo back. However, it does not provide direct and explicit explanatory feedback for students based on common errors and misconceptions specific to grade K.

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"* recommends that teachers assign an activity to individual students or partners with this guidance*: "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 the *"Separar en sílabas dando palmadas"* instructional activity, the *"Combina"* instructional activity, *"¿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 K phonological awareness TEKS K.2Ai-ix.
- 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 weeks 35-36 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 K Spanish TEKS K.2Ai-ix.

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Foundational Skills

5.D.2	Phonemic Awareness (K–1)	7/13
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)	1/2
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 include direct and explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors. Materials do not include feedback on common 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 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. The materials include blending activities such as using Elkonin boxes to decode text, but the activities are not structured in a systematic and authentic sequence. Activities like "Blend It" and Elkonin boxes do not progress systematically

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

- The grade K "Spanish Phonics Progression" includes guidance on letter recognition and two and three-syllable words and blends, but it does not follow a systematic and authentic sequence for phonemic awareness activities. The lesson plans do not include an authentic Spanish sequence for introducing phonemes with transitions to manipulating syllables or sounds. For example, in grade K- Set 6 Lesson Plan *"Cero y sus compas"* the lesson plan begins with the teacher stating the lesson objective, followed by guided practice with "clap-clap-blend syllables" and blending with Elkonin boxes and Spanish letter tiles to form words. The lesson plan then moves to choral reading word practice, then to guided practice in a decodable book and finally to "Independent Reading." The lesson plan then reviews what they have learned with a prompt in group discussion, then to a writing application before closing. The lesson plans do not include teacher directions on how to orally segment multisyllabic words into syllables (K.2.A.iv) or blending spoken phonemes to form syllables (K.2.A.viii).

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 grade K materials provide direct and explicit instruction authentic to Spanish with recommended explanatory feedback for addressing common errors. For example, in the lesson plan in set 1 *"Libro de la C,"* students engage in identifying initial sounds with picture cards. In the section for phonemic awareness, the lesson provides teacher guidance and prompting to support students when they do not select the correct initial sound picture card. The lesson provides specific strategies and prompting questions to provide feedback and correct misunderstandings.
- The lesson plans in set 1 consistently include a phonemic awareness component with picture cards to support students' ability to hear and identify letter sounds. For instance, in the lesson plan in set 6 *"El coro de Lara,"* students learn "palabras de dos sílabas con la letra R." The lesson includes practice with picture cards with feedback when students do not select there correct picture. Students practice phoneme blending with Unifix cubes and phonics skills with Elkonin boxes.

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 K 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. For example, the lesson plan in set 6, *"El coro de Lara,"* incorporates activities such as phoneme blending using Unifix cubes and Spanish letter tiles. This instructional routine helps teachers guide students to apply the alphabetic principle to decode words. Students engage in choral reading and independent reading activities,

reinforcing their ability to decode and encode two-syllable words with the letter R. This explicit guidance supports students transitioning from oral language activities to basic decoding and encoding.

- The grade K decodable set 4, *"Rodo y las damas,"* includes a phonics game with magnetic letters or teacher-made letter squares. The teacher dictates words from a provided list and students form them with the letters, emphasizing the connection between phonemic awareness and letter-sound correspondence in Spanish. By actively manipulating letters to spell and read words, the materials support the transition from oral language activities to basic decoding and encoding.

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

- The grade K "Unit/Module Overview" includes various activities and resources to develop and practice phonemic awareness skills. For example, activities such as clapping out syllables, blending phonemes into words, and engaging in choral reading are used to foster phonemic awareness. The materials suggest teachers use resources, including index cards with syllables, whiteboards for word encoding, and QR code-accessible phonics videos to support these practices. The materials do not include reinforcement of the phonemic awareness skill through cumulative review. Review is mentioned 35-36 of the Spanish grade K "Unit/Module Overview," however, specific guidance, activities, and resources are not provided for the teacher to use.
- The materials include the *"Ejercicios de lectura"* which provides various activities and resources in Spanish that support students in developing and practicing phonemic awareness skills. These resources offer effective and engaging 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 required. The materials do not include specific reinforcement 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 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 in the lesson plans and decodable books in sets 3-10 (weeks 19-34), as shown in the "Weekly Overview." To illustrate, for letter recognition a-z, the "Weekly Overview" suggests teachers use lesson plans and letter books in Sets 1-2 (weeks 1-18). Then, for letters a, m, n, p, s, l, o and phonics skills V/CV and CV/CV, it suggests teachers use lesson plans and word books in Set 3 (weeks 19-20). For introducing two- and three-syllable words, such as letters r (middle), n, qu, c (soft), v, j, g (hard) and phonics skills (V/CV, CVC, V/CVC, CV/CV, CV/CVC, VC/CV, VC/CVC, CVC/CV), it suggests using the lesson plans and decodable books in Set 6 (weeks 25-26). And eventually, for three-syllable words and blends, the "Weekly Overview" suggests using the lesson plans and decodable books in Sets 8-10. This structured

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progression supports students in developing essential phonics skills necessary to meet grade-level expectations.

- The materials include a "Spanish Phonics Progression" with 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. For example, in grade K, Set 3 the materials include V/CV and CV/CV syllable patterns, and then in Set 5 closed syllables are introduced.

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 K materials include guidance for the teacher to provide direct and explicit instruction for grade-level sound-spelling patterns. For instance, the lesson plan in Set 7, *"En un coche chocón,"* guides the teacher in introducing the digraph ch, followed by blending syllables of words containing ch. The teacher then is guided to show to the students word decoding using Elkonin boxes and Spanish letter tiles, sounding out each letter with the students. The lesson concludes with the "Writing Application" component, where students write dictated sentences on their whiteboards. These lessons include detailed teacher guidance on teaching sound-spelling patterns explicitly.
- The grade K materials provide teachers with guidance for delivering direct and explicit instruction on grade-level sound-spelling patterns. Each lesson plan follows a structured format integrating specific teacher actions for effective delivery. For example, in the lesson plan in Set 3, *"Ana y la sapa,"* teachers are guided through a scripted activity where they introduce resources such as letter tiles to teach and demonstrate how to form words, such as lona, Teachers are directed to place the tiles in boxes to blend the sounds while creating the new words. The lesson continues with practice, using words (Nano, no, and Ana) while focusing on spelling patterns, such as CV, VCV, and CVCV (TEKS K.2.C.ii). Similarly, other lesson plans across the materials utilize Elkonin boxes and Spanish letter tiles with consistent teacher scripts for teachers to model phonics skills. This structured approach is consistent throughout grade K lesson plans, ensuring uniformity and clarity in phonics instruction.

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 K materials include a range of activities authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns (through cumulative review). For instance, students have opportunities to independently read decodable books, applying the letter-sound relationships they are learning. Additionally, the "Resource" section of the Spanish Lesson Plan Catalog includes a "BINGO" activity where students can choose from a menu of activities.
- The grade K materials provide a variety of authentic Spanish resources for students to practice grade-level sound-spelling patterns. Letter tiles, Elkonin Boxes, and *"Ejercicios de lectura"* (Reading Workouts) are resources included for students to practice grade-level skills and

patterns. For instance, in the lesson plan *"Un abrigo para Min"* (Grade K - Set 10), students begin by practicing syllable blending with unifix cubes and then progress to encoding words using Elkonin boxes and Spanish letter tiles. As the lesson continues, students engage in a "Writing Application" where they write simple sentences on whiteboards as the teacher dictates.

- The materials include a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns, although not explicitly stated, except for weeks 35-36, through cumulative review. In other words, cumulative review is embedded within the content of each subsequent lesson. To illustrate, the Spanish grade K "Unit/Module Overview" suggests teaching letter recognition and sounds during weeks 1-9 (Set 1). During weeks 1-18 (Sets 1-2), it suggests teaching letters and words in alphabetical order (a through z), and then weeks 19 through 34 (Sets 3-10) follow a more systematic sequence approach to grade-level phonics skills that goes from foundational (simpler) to more complex skills. For example, it also suggests introducing word books during weeks 10-18, followed by letters and two-syllable words during weeks 19-24, and two- and three-syllable words and blends in weeks 25-34.

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

- The grade K materials include a variety of activities and resources in Spanish to support students in decoding and encoding words with taught syllable correlations. For instance, the lesson plan, Set 8, *"La mosca y la orquesta,"* includes suggestions for teachers to "Refer to the *Reading Workouts Guide* in the Teacher Resources for strategies to address common decoding challenges." The "Reading Workouts" document includes activities for students to combine phonemes to form syllables, then syllables to form words and practice recognizing syllables and initial sounds. These workouts are consistent across grades K through 2.
- The materials provide activities and resources in Spanish that reinforce the syllable correlations taught within decodable texts, building on previous (same-day) instruction. For example, each lesson plan includes a decodable book designed for practicing specific skills. In the grade K lesson plan from Set 8*, "La mosca y la orquesta,"* students begin by identifying and reading words with letters c, g, b, and f in guided instruction. They then practice independently with a decodable book of the same title, identifying words with these letters and sharing their findings with the group. This structured approach ensures students receive targeted practice and reinforcement of phonics skills through both guided and independent activities.

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 multi-syllabic words (through cumulative review).

Evidence includes, but is not limited to:

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

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

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

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

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

- The materials include a variety of resources in Spanish for students to practice skills to decode multi-syllabic words. For example, the grade K "Weekly Overview" for weeks 25-34 includes a list of materials and resources for the students to practice decoding two- and three-syllable words. Although not explicitly stated, students practice decoding multi-syllabic words through cumulative review as the lessons and books build on each other. The students continue to practice previously learned skills as they learn to read their decodable books independently.

- The materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce skills to decode multi-syllabic words. For example, the grade K lesson plan in Set 8, *"La mosca y la orquesta,"* provides guidance for teachers to have students practice oral blending of syllables with the letters *C*, *G*, *B*, and *F* by using the "Clap-Clap-Blend" instructional activity. Students then practice forming words, such as *batuta*, *bigote*, and *cómico*, by sound using letter tiles and Elkonin boxes. In addition, the grade K lesson plan in Set 8, *"Las mañas de Vanina,"* includes opportunities for students to practice decoding words with the letters *R*, *Ñ*, *Q*, *C*, *V*, and *J*, first by blending syllables on index cards, then again during choral word-reading practice.

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.