

Publisher Name	Program Name
Pacific Learning	<i>El camino al éxito</i>
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:	214 / 275

Quality Review Summary

Rubric Section	Quality Rating
1. Intentional Instructional Design	48 / 52
2. Progress Monitoring	24 / 28
3. Supports for All Learners	24 / 30
4. Phonics Rule Compliance	27 / 36
5. Foundational Skills	91 / 129

Strengths

- 1.3 Lesson-Level Design: Materials include comprehensive, structured lesson plans with daily objectives, questions, tasks, required materials, instructional assessments, suggested timing, a list of necessary teacher and student materials, and guidance for extended practice.
- 3.3 Support for Emergent Bilingual Students: Materials include implementation guidance for state-approved bilingual/ESL programs, embedded teacher support for developing academic vocabulary and comprehension, and opportunities for metalinguistic transfer in dual language immersion programs.
- 4.4 Assessment: Materials include a variety of developmentally appropriate assessment tools with clear directions for accurate administration, progress monitoring tools that measure students' acquisition of grade-level phonics skills, and assessment opportunities aligned to these tools throughout the school year.
- 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 do not include various instructional calendars or more than one resource to support administrators and instructional coaches.
- 1.2 Unit-Level Design: Materials do not provide background content knowledge and academic vocabulary necessary to teach the concepts effectively.
- 2.1 Instructional Assessments: Materials do not include the definition for the types of instructional assessments or standards-aligned items at varying levels of complexity.
- 2.2 Data Analysis and Progress Monitoring: Materials do not include tools for students to track their own progress and growth.
- 3.1 Differentiation and Scaffolds: Materials do not include pre-teaching or embedded supports for unfamiliar vocabulary and references in text.
- 3.2 Instructional Methods: Materials provide some teacher guidance and recommendations for lesson delivery using various instructional approaches. There is some support for practice and guidance on instructional approaches.
- 4.1 Explicit (Direct) and Systematic Phonics Instruction: Materials include practice of phonic skills in isolation but not through decodable texts.
- 4.2 Daily Instructional Sequence and Routines: Materials do not include opportunities for immediate feedback or a variety of opportunities for students to practice through collaborative learning.
- 4.3 Ongoing Practice Opportunities: Materials do not include decodable texts for cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation but not connected text.
- 4.5 Progress Monitoring and Student Support: Materials do not include data-management tools for tracking whole-class progress, nor provide strategies for accelerating learning based on data to reach mastery of concepts.
- 5.B.1 Oral Language Development: Materials do not include opportunities for social communication and there are not authentic opportunities for students to listen actively, ask questions, engage in discussion, and share information and ideas.
- 5.C.1 Alphabet Knowledge: Materials do not include a variety of activities and resources in Spanish for students to reinforce 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. Materials do not include authentic Spanish decodable connected text.
- 5.D.1 Phonological Awareness: Materials 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 direct and explicit instruction for teaching phonemic awareness with recommended explanatory feedback based on common errors and misconceptions. Materials do not include a variety of activities and resources in Spanish for students to reinforce

phonemic awareness skills through cumulative review.

- 5.E.1 Sound-Spelling Patterns: Materials do not decode single syllable words or include a variety of activities and resources for reinforcement. Materials do not include a variety of resources in authentic Spanish decodable connected text that builds on previous instruction.

Summary

El Camino al éxito is an early reading Spanish Phonics prevention and intervention program designed for Kindergarten students learning to read in Spanish. It follows a sequential approach aligned with the Spanish phonological awareness and phonics skills sequence. It teaches students to identify and produce letter sounds, blend, and segment syllables, form syllables with letters, create words with syllables and read words and sentences. El Camino provides a structured and comprehensive approach to lesson planning, including detailed daily objectives, lesson overviews, questions, and tasks. It is designed for daily use in 20–30-minute sessions and can be adapted as a supplemental language art or reading intervention program. Additionally, the program offers resources to engage families in supporting student learning at home, including Spanish and English parent letters that provide strategies for reinforcing skills taught in class.

Campus and district instructional leaders should consider the following:

- While the materials offer clear guidance for differentiated instruction and extension activities, support is needed for students who have not reached proficiency or need enrichment. Without reinforcement activities and whole-class data management tools may require supplemental resources or professional development.
- The program provides various assessment tools and progress monitoring systems, these are limited to individual student progress and do not include tools for tracking whole-class patterns and needs. The assessments do not include the definition for the types of instruction assessments included. Teachers may need further training on accelerating learning based on progress monitoring data and implementing differentiated instruction for a diverse range of learners.

Intentional Instructional Design

1.1	Course-Level Design	12/14
1.1a	Materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course.	4/4
1.1b	Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).	1/2
1.1c	Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.	2/2
1.1d	Materials include guidance, protocols, and/or templates for unit and lesson internalization.	2/2
1.1e	Materials include resources and guidance to support administrators and instructional coaches with implementing the materials as designed.	3/4

The materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course. Materials include suggested pacing to support effective implementation for a school calendar year but not for various instructional calendars. Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course. Materials include guidance, protocols, and/or templates for unit and lesson internalization. Materials include one resource and guidance to support administrators and instructional coaches with implementing the materials as designed. Materials but do not include more than one resource to support administrators and instructional coaches.

Evidence includes, but is not limited to:

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

- The materials include a scope and sequence outlining the TEKS, concepts, and knowledge taught in the course. The document is titled "*Secuencia de actividades por volumen / TEKS-El Camino al éxito*," organized with three headings: volume, activity or routine, and TEKS, with each volume and activity aligned with the specific TEKS. To illustrate "*Volume 1*," Activity "*palabras en una oración*" aligns with TEKS K.2.A(iii) *identificar las palabras individuales en una oración hablada*. "*Volume 4*," Activity *Dividir y unir sílabas (sonidos)* aligns with K.2.A(viii) *mezclar fonemas hablados para formar sílabas*.
- The grade K materials include a systematic scope and sequence found in each of the five volumes of "*Manual del maestro*," which details the knowledge and concepts taught in the course. "*Volumes 1-4*" include twenty-four lessons each and *Volume 5* provides twenty-eight, for a total of one hundred twenty-four lessons. Each volume provides a suggested sequence, outlining how Spanish language arts concepts, knowledge, and topics are taught. For example, skills taught in *Volume 1* include learning the name and sound of the following letters: *a, e, i, o, u, m, p,* and *s*. In *Volume 2*, students learn the names and sounds of the

letters *t, d, n, l, r,* and *b*. Students also study beginning sounds, blending and segmenting syllables, and reading syllables.

- Each volume includes a detailed scope and sequence chart. The chart includes daily lessons, assessments, extension activities, and visual aids. The visual aids provide pictures to prompt students with initial sounds and initial syllables. Materials also provide visual aids for the list of letters, syllables, and words students learn and practice. Companion guides, specific to each volume, provide a complete scope and sequence at the end.

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).

- Materials include a suggested pacing calendar with a schedule that supports effective curriculum implementation. The pacing calendar is provided in each volume of "*Manual del maestro*". Units are implemented within the time constraints of a school year, with the calendar starting in September and ending in May.
- Grade K materials do not include suggested pacing for various instructional calendars. Grade K materials do not provide instructions on how the lessons should be implemented for specific instructional days. They also do not include guidance, either online or in printed materials, to modify the curriculum and accommodate various instructional calendars, ensuring essential content is covered.

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

- Grade K materials include a curriculum summary, which explains the reason behind unit order and how concepts align with the developmental stages of acquiring Spanish literacy skills. The "Pacing Guide" from "*Manual del maestro*" explains the rationale for each unit. For example, *Volume 4* includes details of required skills that students must complete, including phonics, fluency, and phonemic awareness.
- "*Manual de maestro*" explains the importance of the developmental stages in acquiring Spanish literacy skills: phonological awareness, phonics skills, and alphabetic principles. The materials state, "*El camino*" follows the developmental stages of acquiring Spanish literacy skills. First, students complete various tasks that develop phonological awareness (learning that words are made up of sound units) and phonics skills (learning that letters represent sounds). Next, students work with the alphabetic principle (learning that letters and letter patterns represent spoken language and that letter-sound associations can be used to decode and read syllables). Students then learn to read simple words, and finally, connected text in sentences."

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

- Grade K materials provide teacher guidance and recommendations for using resources, including text, timing, and enrichment activities. Each lesson begins with a summary page listing the lesson objectives, activities, required materials, and suggested duration. For example, in the "*Manual del maestro*", Lesson 25 provides guidance on some non-negotiable steps for reading through and incorporating the gradual release model: I do (the teacher), we do (students and teacher), and you do (the students). Teachers make connections to the culminating task or assessment to ensure students learn the concept. For example, "*Los estudiantes podrán aprender el nombre y el sonido de la t.*" ("The students will learn the name and sound of the letter t.")
- The materials include a document titled "*Internalización del volumen*," including guidance for teachers to support in preparation for teaching the lessons. The guidance consists of questions such as "*¿Qué materiales se requieren? ¿Qué actividades haré para esta lección?*" The "*Internalización del volumen*" structures how the teacher can annotate and make notes for the volumes and lessons. Additionally, the materials include an intervention and differentiation guide to "provide teachers with strategies to help students who are having difficulty acquiring certain crucial skills in the development of literacy." This guide includes a list of abilities such as *leer sílabas*, *escribir palabras*, and strategies to support instruction.
- "Dual Use of *El camino*" provides a chart illustrating how to use materials in different settings: Tier 1 (small-group instruction) and Tier 2 (early reading intervention with timed lessons). For example, "Summary of Curriculum" indicates that activities first address phonological awareness, phonics, and the alphabetic principle. Then, students learn to read simple words and connect words in sentences.

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

- The grade K materials include a resource and guidance document to support administrators and instructional coaches with implementing the materials as designed. The document is titled: "Implementation Guide for Administrators and Coaches," which provides guidance and a checklist of items and look-for for administrators and instructional coaches to support and help teachers implement the curriculum. This one-page guidance methodizes the implementation and provides clear direction to ensure the program's fidelity. Examples of included items are "Materials are ready before students arrive" and "Student participation: 80 to 100%." The materials do not include additional resources specifically for administrators and instructional coaches.
- Grade K materials offer a single document listing all necessary resources for teachers, including a summary page preceding each lesson that lists the lesson objectives, daily activities, and required materials. The materials also include additional resources for implementation, such as embedded videos that equip teachers with the knowledge and skills to implement the phonics program effectively. For example, the materials provide an online professional development training and orientation video.

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 comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to teach the concepts effectively. Materials contain support for families in both Spanish and English for each unit with suggestions on supporting their student's progress.

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.

- Grade K materials include unit overviews that provide clear, focused, and logical progressions, sequencing each lesson. Overviews also include the following components: daily lessons, assessments, extension activities, and visual aids. A synopsis of phonological awareness, phonics skills, and alphabetic principles is included, detailing the importance of literacy development. For example, "Volume 1" explains, "The alphabetic principle is learning that letters and letter patterns represent spoken language and that letter-sound associations can be used to decode and read syllables." The materials do not provide the background knowledge necessary to teach the concepts in the unit.
- The materials include unit overviews before each set of lessons. The overview does not include the academic vocabulary needed to teach students concepts effectively. For example, materials do not include a list of key terms and definitions that students must understand and use throughout the units.

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

- Grade K materials contain a parent letter (in Spanish and in English) for each volume, outlining the skills and concepts students learn throughout the curriculum. Materials include suggestions for home support, such as helping the student practice pronouncing and identifying the sounds of the newly introduced consonants. Parent letters offer suggestions and ways to support the student's progress; for example, they encourage the parent, letting the parent know they play a vital role in reinforcing the skills and concepts from school.
- Each unit provides a parent letter (*carta para los padres*) that includes an overview of the unit objectives and suggestions for home support. For example, in "Volume 3", the parent letter

includes three activities that practice different skills covered in the unit. "Practice pronouncing and identifying the sounds of the new consonants introduced in this volume. Encourage your child to read syllables fluently by providing them with opportunities to practice reading simple words. Help your child build and read words by combining syllables together." The "Volume 4" letter shows the progress of skills by asking parents to "practice reading words with open syllables (syllables that end with a vowel sound) together and encourage your child to apply their knowledge of syllable types when reading new words."

Intentional Instructional Design

1.3	Lesson-Level Design	34/34
1.3a	Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson.	30/30
1.3b	Materials include a lesson overview outlining the suggested timing for each lesson component.	1/1
1.3c	Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson.	2/2
1.3d	Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).	1/1

The materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson. Materials include a lesson overview outlining the suggested timing for each lesson component. Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. Materials include guidance on the effective use of lesson materials for extended practice.

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.

- Grade K materials include comprehensive, detailed lesson plans containing daily objectives, listed on page one in each of the five volumes. Each lesson outlines the objectives and tasks to build conceptual knowledge. For example, preceding each lesson is a summary page listing the lesson objectives and activities, required materials, and suggested time frame. For example, in Lesson 1, the objectives are "*aprender el nombre y el sonido de la a*" (learn the name and sound of *a*) and "*escuchar el sonido inicial*" (listen to the beginning sound).
- The teacher's guide includes a section titled "Components of *El camino*," listing all materials and supplies required throughout the course. Materials include teacher guides for all volumes, companion guides, comprehensive practice sheets, letter cards, student story books, and posters to reinforce the target sounds and syllables introduced.
- "The Examiner's Test Booklet" includes a structured assessment overview with instructions for administering placement tests and progress tests. The "*Folleto de pruebas del examinador*" provides instructions for teachers to test students individually and includes a place to record student test results. Although the materials include instructional assessments (e.g., the placement test to determine the entry lesson for a new student and the progress test to evaluate a student upon completion of each volume).

- Lessons provide specific and systematic instructional routines and tasks aimed at developing grade-level skills. Tasks include instructional cues that allow students to participate actively by integrating kinesthetic skills with oral directions, such as *point-touch*: "*Toque la letra mayúscula.*" Audible signals are also described and incorporated routinely into the lessons. For example, in Lesson 49, the materials guide teachers to use the *tarjeta clave* that shows the letter *c*. Instructions guide students to listen and identify the name of the letter *c* by using the following prompt: "*Mi turno. El nombre de esta letra es c. Ahora ustedes. ¿Cuál es el nombre de esta letra? Dé la señal. c.*" Then, the teacher teaches the sound of the letter with the following instructions: "*Mi turno. El sonido de esta letra es /k/. Use el sonido fuerte de la c como en la palabra casa. Ahora ustedes. ¿Qué sonido hace esta letra? Dé la señal. /k/.*" Students point and touch the letter *c* on the card to differentiate between the capital and lowercase letters as directed.

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

- Grade K materials provide guidance and recommendations on the required time for lessons and activities. Each lesson includes four to seven activities ranging from twenty to thirty minutes, depending on the setting. It offers two options: adaptation for small group differentiated instruction (Tier 1) or early reading intervention (Tier 2).
- The lesson cycle is consistent and follows a similar format. For instance, each day, students learn a new letter and its corresponding sound, or they review the letter from the previous day. They also engage in several specific and repetitive phonological awareness and phonics tasks, allowing students to apply their knowledge.
- Every lesson includes a chart that guides teachers in managing the time for each component. Additionally, the chart details the activities for each lesson in each volume. For example, in Lesson 25, six activities total thirty minutes of instruction with an additional optional activity; the total time recommended for the lesson, including the optional activity.

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

- Grade K materials include an overview of the lesson's objectives, grade level, and necessary materials to ensure effective delivery of the lesson. For example, in Lesson 71 students learn the name and sound of the letter *y*. In the lesson activity, *El nombre y el sonido de la letra*, the teacher needs the following materials to teach the lesson successfully: the *tarjeta clave y* and the *tarjeta de letras y*.
- Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson. At the top of every lesson summary page is an informational box listing the required materials for each lesson. For example, Lesson 97 indicates that students need *hoja 25* for the writing activity, *Actividad de escritura*. The teacher uses one copy and provides each student with one as well.
- All activities are numbered and described in each volume-specific scope and sequence, "*Manual del maestro*".

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

- Grade K materials include guidance on effectively using lesson materials for extended practice. In the "*Manual del maestro*", "Extension Activities" provides teacher guidance on effectively implementing skills activities that support lesson instruction. The activities are intended to be used as reinforcement at learning centers or as targeted practice for one-on-one sessions. For example, one activity requires students to sort examples related to several lesson topics. Teachers place the category header cards, which name the lesson topics, at the top of columns in a pocket chart and place the example cards that belong in the categories in a stack. Students take turns sorting the cards and placing them under the appropriate headers.
- Materials provide flexible resources, allowing students to independently complete activities at their own pace. Additionally, the materials include "can-do" activities, which are optional and depend on student needs and the allotted time for small group instruction.
- Grade K materials support teachers by providing the resources to assign activities inside and outside of the school day that enrich the student's learning. For example, the "Extension and Activities" document includes sorting activities that allow students to extend practice. Directions include, "Students can practice sorting by beginning sound or by counting the number of syllables in the pictured words. They can work alone, in pairs, or in small groups."

Progress Monitoring

2.1	Instructional Assessments	21/24
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.	1/2
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.	0/2

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 intended purpose for the types of instructional assessments included. Materials do not include the definition for the types of instructional assessments included. Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson. Instructional assessments do not 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.

- Grade K materials include diagnostic and summative assessments at the unit level. Placement tests in "The Examiner's Test Booklet" serve to "determine the entry lesson for a new student." These instructional assessments at the unit level identify students' performance levels and provide a variety of tasks, such as pointing to and reading words like *laguna*, *bonito*, *mundo*, *salta*, and *buscar*. Progress test in the same resource serve to "evaluate a student upon completion of each volume," with the final assessment providing summative data.
- For example, at the unit level, the *Folleto de Pruebas del Examinador (FPE)* includes a Placement or Diagnostic Test divided into five parts with various tasks such as identifying letter sounds, segmenting syllables, and reading syllables (je, ña, ga, fi, yo, va, du, le), reading words and questions such as "mesa," "perro," "hijo" and "calle."
- Materials include progress tests that vary in types of tasks and questions and align with the objectives of each unit and lesson. For example, in "*Folleto de pruebas del examinador*" (FPE),

teachers find the "Volume 3 Test" to assess students on reading syllables such as *ca*, *ro*, and *lu*, corresponding with content covered in *Volume 3*. Progress assessments embedded in each lesson align with lesson objectives. For example, in Lesson 15, teachers use questioning strategies to assess students' understanding of the letter and sound of *u*: "*¿Cuál es el nombre de esta letra? u. ¿Qué sonido hace esta letra? /uuu/.*" Additionally, materials include formative assessments throughout the units in the form of "*Turnos individuales*," indicated by one or three smiley faces in the materials.

- The diagnostic assessments in each volume consist of two to four tasks, including identifying letter sounds, beginning sounds, segmenting syllables, and reading words. For example, Volume V Lesson 97 includes diagnostic assessments that test reading the words "gusta," "listo," and "carne."

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

- Materials do not include definitions for the types of instructional assessments. The resources reviewed conclude that there are no definitions in "*Folleto de pruebas del examinador*" (*FPE*) or online resources.
- The "*Folleto de pruebas del examinador*" (*FPE*) includes guidelines for interpreting results and determining passing scores. The *FPE* includes an assessment test overview section that lists and explains the intended purpose of two assessment tests: the placement test and the progress test. For example, the purpose of a placement test is to "determine the entry lesson for new students" and provide baseline data on foundational knowledge. The purpose of the progress test is "to evaluate a student upon completion of each volume." Teachers have the tools to evaluate students and plan more complex instruction within the curriculum. Additionally, the materials reference a type of assessment called "Choral Response," where students respond in unison to teacher prompts when reading sounds, syllables, and words.

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

- *Folleto de pruebas del estudiante* includes detailed scripts for administering tests to ensure standardized administration across different examiners. For example, *Placement Test Part 2* provides specific instructions: "*Voy a decir una sílaba. Después quiero que me digas los sonidos de la sílaba. Después quiero que me digas los sonidos de la sílaba. Por ejemplo, si yo digo /ma/, tú vas a decir /mmm/ /aaa/. ¿Estás listo/a? Comienza.*" (Instructions include English translations.)
- Materials are supported by the user guide, *Folleto de pruebas del examinador*, which gives an overview of the assessments, outlines the amount of time necessary to administer each task, and provides explicit instructions for administering tests. For example, materials suggest placing the *Folleto de Pruebas del Estudiante* in front of the student, following the instructions in the "*Folleto de pruebas del examinador*" (*FPE*), and recording responses in the *FPE*. The outline helps teachers understand how to accurately administer the assessments.

- Materials include charts for interpreting results and determining passing scores. Additionally, after each assessment part, an information box states the next step depending on the student's results, ensuring accurate follow-up actions. For example, "Chart 2—Passing Scores for Each Placement Test" states that a score of seven or above is required for letter sounds to pass, and a score of eight or greater is required for beginning sounds. If the student does not meet the point criteria, then the chart instructs the student to discontinue testing. If the student meets the score required to pass, they will be given the next level test.

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

- Materials align progress tests with the objectives of each unit and lesson. For example, in "*Folleto de pruebas del examinador*" (FPE), teachers find the progress test "Volume 3 Test" to assess students on reading syllables such as *ca*, *ro*, and *lu*, corresponding with the lesson activities already covered in "*Volume 3*". This progress assessment is summative since it evaluates the completion of skills taught in the volume. The materials also include embedded progress assessments in each lesson that align with lesson objectives. For example, in Lesson 15, teachers use questioning strategies to assess students' understanding of the letter and sound of *u*: "*¿Cuál es el nombre de esta letra? u. ¿Qué sonido hace esta letra? /uuu/.*"

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

- Instructional assessments do not demonstrate the inclusion of items at varying levels of complexity. They mainly focus on basic skills, such as letter knowledge and sound, without progressing to more advanced or complex tasks. For example, the assessment for *Volume 5* asks students to identify letter sounds, which do not vary in complexity.
- The assessments provide open-response items and do not include multiple-choice or constructed response items. Additionally, materials lack assessment tools, such as exit tickets or in-the-moment feedback resources, which could provide a range of complexity in evaluating student understanding. Instructional assessments do not include standards-aligned items at varying levels of complexity.

Progress Monitoring

2.2	Data Analysis and Progress Monitoring	3/4
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.	0/1

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 do not 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 provide clear instructions on interpreting student performance in the "Examiner's Test Booklet." The placement test includes *Go* and *Stop* indicators to determine the next steps based on student performance. If the student fails specific test sections, the instructions indicate which lesson to begin with. For example, in "Part 2" of the placement test, if the student passes two of the three tests, the teacher proceeds to "Part 3." However, if the student does not pass two of the three tests, the student begins on Lesson 25. This ensures that instruction is tailored to the student's current level of understanding.
- The "*Folleto de pruebas del examinador*" includes detailed scoring charts that outline the passing scores for each part of the placement test. For example, "Chart 2—Passing Scores for Each Placement Test" states that a score of 7 or above is required for letter sounds to pass, and a score of 8 or greater is required for beginning sounds. If the student does not meet the point criteria, then the chart instructs the student to discontinue testing. If the student meets the score required to pass, they will be given the next level test. This outline allows teachers to understand the student's performance relative to specific benchmarks and make informed instructional decisions.
- "*Repaso y Evaluación del Progreso de Fluidez y Comprensión*" provides guidance for implementing progress monitoring measures. Materials provide the "*Gráfica de Puntajes*" to help teachers track and record students' fluency and comprehension progress over time, facilitating ongoing assessment and adjustment of instruction based on performance data.

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

- *"Folleto de pruebas del examinador"* includes charts with passing scores for placement and volume tests. These charts provide teachers with clear guidance on interpreting assessment results and determining the next instructional steps based on student performance. For example, "Volume 4 Test" instructs *"Pare el examen si el alumno falla dos o más de las pruebas de esta parte. El alumno va a regresar a la Lección 73."*
- The materials include supplementary resources that assist teachers in addressing student performance trends, such as the activity *"Nombra la imagen"*. The activity instructs students to *"identifica y encierra en un círculo su sonido inicial. Escribe la letra en la línea de abajo."* ("Identify and circle its initial sound. Write the letter on the line below.") Targeted instruction is based on assessment results.
- The materials provide extension activities in the ancillary materials to respond to students' assessment performance. For example, the activity "Card Sets" helps students who have not mastered letter sounds; the activity provides practice for differentiating letter sounds and syllables. Extension activities offer hands-on engagement and kinesthetic learning opportunities that support and reinforce classroom instruction based on assessment performance. For example, tasks like sorting activities can be used in Tier 1 or Tier 2 settings, allowing teachers to tailor instruction to different levels of student proficiency and effectively address trends in student performance.

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

- The materials do not provide tools, such as tracking charts or student data sheets, for students to monitor their mastery of letter names and sounds or other areas of learning. The materials do not support students' tracking of assessment progress. There are no opportunities for self-assessment and reflection. Resources do not promote student ownership in self-tracking objectives and measuring personal growth throughout the program.

Supports for All Learners

3.1	Differentiation and Scaffolds	5/8
3.1a	Materials include teacher guidance for differentiated instruction, activities, and/or paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.	3/3
3.1b	Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)	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.	2/3

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

- Materials include differentiated activities to provide instructional strategies for Tier 1 or Tier 2 intervention. For example, the supplementary materials offer extension activities such as sorting, game boards, and writing activities, reinforcing skills taught in each volume of lessons.
- Materials include differentiated activities in the "*Guía de intervención y diferenciación*." The guide is intended to provide teachers with guidance and strategies to support students who have not yet mastered the content. For example, when students are working on initial sounds the intervention manual guides teachers to use a mirror so that students are able to see the movement of their mouths as they produce each sound. The materials also include general guidance for differentiation in the teacher volumes. For example, general recommendations explain, "Lessons are 20 minutes and include 3–5 activities; marked activities are optional."

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

- Embedded supports rely on rote reading instruction and do not integrate systematic strategies to pre-teach or support understanding unfamiliar vocabulary terms or concepts.

- Reading activities and lessons do not include evidence of embedded supports to assist students with unfamiliar vocabulary, such as glossaries, contextual clues, or explanations.
- The materials include opportunities for structured conversations or discussions among students to practice academic language and vocabulary related to the text, but these are inconsistent throughout the lessons.

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

- Each unit's teacher guide references differentiated instruction through extension activities detailed in the "Dual Use of *El Camino*." The extension activities are designed to support students who demonstrate proficiency in grade-level content and skills. Activities allow for targeted support, such as one-on-one instruction and game board activities, focusing on letter and syllable identification and writing activities that reinforce learning. For example, in centers, students focus on skills like writing words using syllable chunks and constructing sentences. In each lesson, the last activity is the optional game for extension.
- Materials offer structured teacher guidance for differentiated instruction and extension activities. It does not include enrichment activities beyond the core program to explore topics in greater depth or synthesize learning through research or creative projects.

Supports for All Learners

3.2	Instructional Methods	10/13
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.	2/4
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.	2/3

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 using a variety of instructional approaches. Materials do not include teacher guidance and recommendations for effective lesson facilitation using a variety of instructional approaches. Materials support multiple types of practice (e.g., guided, independent) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation. Materials do not support collaborative practice to support effective implementation.

Evidence includes, but is not limited to:

Materials include prompts and guidance to support the teacher in modeling, explaining, and communicating the concept(s) to be learned explicitly (directly).

- The materials provide explicit prompts for teachers to model concepts directly. For example, Lesson 25 guidance prompts the teacher to model the lesson "*Presentar el Nombre y el Sonido de la Letra*," in which the teacher first recalls the name of the letter *t*. "*¿Cuál es el nombre de esta letra? Dé la señal. t.*" Students respond to the teacher's model and say the name of the letter.
- The materials include specific strategies for teaching phonics concepts and provide direct words in bold that help the teacher communicate explicitly what the teacher does and how the students respond. For example, in Lesson 77, the first activity script directs teachers to show the *tarjeta clave de la q*. Guided practice outlines steps for practicing phonics concepts with students. For example, teachers are instructed to use syllable cards *que* and *qui* and say, "*Hoy voy a enseñarles unas sílabas especiales que comienzan con el sonido /qqq/.*" In independent practice, students engage in activities like *Turnos Individuales*, where they practice phonics concepts independently. Teachers provide individual practice sessions for students needing additional reinforcement.

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 delivery using different instructional approaches. For example, in Lesson 12, the teacher activates kinesthetic learning by having the students use a finger to trace the letter while simultaneously saying the letter sound. The visual cards show an image of an elephant that corresponds with the lesson's beginning sound.
- Occasional games or individual practice sessions are available in the materials. For example, in Lesson 1, to introduce the letter *a*, guidance states, "*Vamos a buscar cuáles dibujos comienzan con el sonido /aaa/*," focusing on delivery but not providing deeper explanations of phonics concepts. Additionally, lessons do not include opportunities for student interaction and collaborative learning.

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 support guided and independent practice. Each lesson includes structured activities ensuring varied engagement and learning styles: *Mi turno*, for teacher-led instruction; *Ahora ustedes*, for whole-group practice; and *Turnos individuales*, for individual practice. For example, Lesson 73 provides guided and independent practice to support effective implementation as teachers communicate to students, "*Mi turno. El nombre de esta letra es h.*" Next, the teacher guides students through whole-group practice: "*Ahora ustedes. ¿Cuál es el nombre de esta letra? Dé la señal. H.*" Finally, the teacher provides an opportunity for individual practice. "*Turnos individuales. Recoja las tarjetas de letras, una por una. Cada vez que recoja una tarjeta, pregunte al alumno: ¿Cuál es el nombre de esta letra? ¿Qué sonido hace esta letra?*"
- The materials guide teachers to support effective implementation through instructional cues and structured routines. For example, in "Volume 2" of the "*Manual del Maestro*", the materials outline three specific instructional cues: hand-drop signals, point-touch signals, and audible signals. In addition, students respond chorally to whole group activities that require active participation.
- The materials offer general guidance on whole group and individual learning but do not provide support for effective implementation or guidance for when to use whole group versus individual learning for the lessons.

Supports for All Learners

3.3	Supports for Emergent Bilingual Students	9/9
3.3a	Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.	1/1
3.3b	Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.	8/8
3.3c	If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.	Not scored

The materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

Evidence includes, but is not limited to:

Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

- The grade K materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The "Implementation Guide" document contains guidelines on how to use the program materials in different state-approved bilingual/ESL programs, including English as a Second Language, Transitional Bilingual Education, Early Exit and Late Exit, and Dual Language Immersion, One-Way or Two-Way. For example, the guidance for Transition Bilingual programs states, "*El camino and el próximo paso* offer supplemental, differentiated instruction, and progress monitoring to ensure students are acquiring the necessary foundational skills in Spanish."
- The implementation guide includes specific methods to support oral language and vocabulary development, cross-linguistic connections and Translanguaging. For example, to support cross-linguistic connections, the guidance includes strategies such as bringing attention to cognates, showcasing similarities and differences between both alphabetic languages, morphological analysis, and others.

Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

- The grade K materials include guidance for teachers to support emergent bilingual students in developing academic vocabulary and increasing comprehension. For example, the evidence indicates that teachers can use the strategy "Emphasize student's understanding of academic vocabulary" when presenting new skills; teachers can enhance students' understanding of academic vocabulary by defining terms such as "sentence," "word," "syllable," "sound," and "phoneme" when introducing new concepts. Teachers can encourage students to use the Pair-Share strategy to improve comprehension skills.
- The materials included guidance for teachers to support building background knowledge and making cross-linguistic connections. Students are encouraged to share prior knowledge about topics, including asking questions and extending ideas to build prior knowledge, emphasizing cognates, identifying similarities and differences between both alphabetic languages, and highlighting pragmatics to make cross-linguistic connections. Most of the skills are embedded throughout the lessons in oral and written practices.

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 a solid foundation of activities that could be adapted for metalinguistic transfer, such as comparative activities and teacher annotations; however, these resources are not explicitly outlined. The materials do not provide specific guidance or activities designed to facilitate metalinguistic transfer, such as comparing phonological elements of both languages or incorporating activities like "Conexiones Lingüísticas" that promote metalinguistic awareness. The materials do not include resources that outline opportunities to address metalinguistic transfer from English to the partner language, specifically Spanish, as required for dual language immersion (DLI) programs.
- Materials include some foundational activities that could potentially support metalinguistic transfer if adapted, indicating a partial alignment with the criteria. However, they do not explicitly address metalinguistic transfer or provide embedded resources and strategies.

Phonics Compliance

4.1	Explicit (Direct) and Systematic Phonics Instruction	8/9
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.	1/2
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 in isolation but not 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.

- Grade K materials include activities that progress in sequence from simple to complex, starting with foundational skills and basic phonetic knowledge in "Volume 1" and advancing to more complex concepts like syllable blending and segmenting in "Volumes 2-5." For example, in "Volume 1", lessons start with vowels (*a, e, i, o, u*) and common consonants (*m, p, s*), establishing foundational phonetic skills. Lessons are structured to follow a clear sequence, and each volume builds upon previous knowledge, gradually increasing the complexity of phonics instruction. For example, "Volumes 2-4" introduce additional letters like *h* and digraphs like *ll* in a sequence that aligns with students' increasing phonemic awareness.
- Materials are sequenced throughout the volumes, starting with initial phonetic concepts and advancing to complex phonological awareness tasks. Skills are introduced in a sequence that builds upon prior knowledge, ensuring students develop a solid foundation in reading skills. For example, Lesson 51 introduces reading two-syllable words like *cama*, which indicates a sequential development of phonemic and phonological skills.
- At the lesson level, lessons begin with sequenced instructions on letter names and sounds. For example, in Lesson 25, the teacher first recalls the name of the letter *t*, then the teacher asks, "*¿Cuál es el nombre de esta letra? Dé la señal. t.*" Next, the teacher presents the letter's sound, such as, "*El sonido de esta letra es /t/. Ahora ustedes. ¿Qué sonido hace esta letra? Dé la señal. /t/.*" The teacher provides explicit, concise instruction on sound-symbol correspondence.

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

- Grade K materials provide direct, explicit, teacher-led phonic instruction through clear explanations, modeling, and practice. The phonics lessons systematically introduce the names and sounds of letters using key cards. For example, in Lesson 49, the teacher models the identification of the initial sound /c/ by showing pictures and demonstrating how to identify which picture starts with /c/: *"Esto es una ballarina... Esto es una caja. Caja comienza con el sonido /ccc/."* The lessons are structured to include a step-by-step approach where the teacher demonstrates the skill and then guides students through the practice. Lesson 7 introduces the vowel *i* with explicit instruction on its name and sound. It is supported by the key card showing both uppercase and lowercase forms: *"El sonido de esta letra es /eee/. Ahora ustedes. ¿Qué sonido hace esta letra? Dé la señal. /eee/."*
- Each lesson in the grade K materials includes a sequenced list of activities with recommended time allocations, ensuring systematic and intentional practice of phonics skills. For example, lessons consistently follow a planned sequence, starting with letter names and sound recognition, followed by daily application activities. The explicit time scheduling for each lesson component supports intentional and structured opportunities for daily phonics practice. For example, in Lesson 74, the lesson plan begins with a sequenced list of the lesson components and the recommended length for each one: *"El nombre y el sonido de la letra (2 minutes), Buscar el dibujo (4 minutes), Dividir y unir sílabas y Leer sílabas (5 minutes), etc."*
- The materials include daily phonics practice opportunities, such as board games and picture identification exercises. For example, in Lesson 75, students play a board game where they read words beginning with *h* (e.g., *hilo, humo, hora*) to move their pieces, reinforcing their phonics skills in engaging play. Daily activities provide consistent and repetitive practice for sound-symbol correspondence. For example, in Lesson 6, daily phonics activities such as *"Buscar el dibujo"* and *"Repasar la letra"* are explicitly planned to provide practice in phonics skills. Similarly, Lesson 7 incorporates daily phonics activities like *"El nombre y el sonido de la letra"* and *"Actividad de escritura,"* ensuring students have intentional opportunities to practice sound-symbol correspondence daily.

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

- Grade K materials provide explicit opportunities to practice phonics skills in isolation, such as identifying initial sounds in individual words. In "Volume 1", students practice phonics by repeating the name of a picture and identifying the initial sound: *"Voy a decir el nombre del dibujo que se encuentra en cada caja, y ustedes van a repetirlo. Luego vamos a decir con cuál sonido comienza cada dibujo."* Additional isolated phonics practice includes word lists and individual words. For example, in Lesson 113 students practice diphthongs (e.g., *ie*) with a list of words such as *tiene, tiempo, miedo, nieto, tierra, and siete*. The practice workbook provides the corresponding word list and reinforces the skill to enhance the learning experience.

- Materials provide targeted practice on phonics skills in isolation, helping students understand and manipulate individual phonetic components. For example, in Lesson 97, students practice syllable manipulation using a syllable chart. The teacher demonstrates various syllables and their sounds, and students practice forming syllables by combining sounds: *"Vamos a unir dos o tres sonidos para formar una sílaba. Voy a tocar una caja por cada sonido que digo. Luego cuando yo mueva mi dedo sobre la flecha, ustedes van a decir la sílaba."*
- Materials do not provide decodable texts, which would enable students to practice phonics skills in continuous reading. While some lessons include sentences that incorporate phonics skills, no extended decodable texts (short stories or books) are provided in the materials. The text mentions that sentences may be included in some lessons to incorporate the phonics skills. There is no evidence of longer decodable text that students use to apply their phonics skills more holistically and contextually. The practice included in the materials is presented primarily in isolated formats such as syllables, word lists, phrases, and sentences.

Materials include opportunities for cumulative review of previously taught skills.

- Grade K materials integrate previously taught phonics skills into each lesson; one specific activity is designated to review letters and/or words. For example, in Lesson 74, students review letters *y*, *ñ*, *b*, *z*, and *g* (from prior lessons) and connect these to the current focus letter, *h*, through word practice (*hilo*, *hora*, *humo*). This method promotes cumulative learning by linking past knowledge to new content.
- *Repasar la letra y leer letras* is one activity that allows students to review previously taught skills. In Lesson 68, students review the letter *z* by identifying its name and sound. This consistent review ensures that students reinforce their understanding of letters and sounds learned in earlier lessons.
- The student workbooks include cumulative review and practice of previously taught skills. For example, *Libro 1* corresponds to Lesson 74, which provides exercises that review previously taught letters and integrate them into new lessons to ensure thorough understanding and retention of phonics skills.

Phonics Compliance

4.2	Daily Instructional Sequence and Routines	5/8
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.	2/4

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 immediate feedback. Daily lessons include a variety of opportunities for students to practice through independent practice. Daily lessons do not include a variety of opportunities for students to practice through collaborative learning.

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.

- Grade K materials provide explicit and structured instruction; the teacher models the skill before asking students to practice it. The materials include a framework for teachers to follow that allows consistent delivery. For example, in Lesson 8, the fourth activity includes dividing and joining syllables. Materials instruct the teacher to hold up a fist and raise a finger whenever students are to say a syllable. The teacher directly models the syllable division of the word *oreja*. The teacher says each of the three syllables and raises one finger to correspond with each syllable: o-re-ja. The teacher then has the students read the word. The teacher continues to model and students practice dividing a total of eight words into syllable parts.
- In Lesson 49, the activity "*Presentar el nombre y el sonido de la letra*" involves the teacher explicitly modeling the letter *c*. The teacher states, "*Mi turno. El nombre de esta letra es c. Ahora ustedes. ¿Cuál es el nombre de esta letra? Dé la señal. c. Mi turno. El sonido de esta letra es /ccc/. Use el sonido fuerte de la c como en la palabra casa. Ahora ustedes. ¿Qué sonido hace esta letra? Dé la señal. /ccc/.*"
- Teachers receive guidance on verbal pathway for forming letters while describing their shapes and sounds. For example, in Lesson 9, the teacher models tracing the letter *i* while saying, "*Una rayita con un punto. El sonido de la i es /iii/.*" This explicit demonstration helps students understand and replicate the correct formation and sound of the letter.

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

- The materials include explicit corrective feedback strategies. For example, if students misread a syllable, the teacher follows a specific procedure provided in *Corrección de errores*, which tells the teacher exactly what to say. "*Mi turno. Toque al lado de la sílaba. ¿Sílaba? Mueva su dedo muy despacio sobre la flecha mientras dice cada sonido alargadamente: /.../ /.../. Ahora ustedes.*" This approach recasts the student's attempt without directly indicating the error, a form of corrective feedback.
- The lessons include specific actions for the teacher to correct student errors as they relate to letter sounds. Teachers follow procedures from *Corrección de errores*. For example, in Lesson 1, "if students say the incorrect sound, the teacher demonstrates the correct sound and asks the students to repeat it correctly: "*Mi turno, ... comienza con el sonido /aaa/. Ahora ustedes. ¿Con cuál sonido comienza ...? Piensen. (Pause while students think.) Díganlo. /aaa/.*"
- Grade K lessons do not provide opportunities for the teacher to give immediate feedback to students except after the *Mi turno* section. No immediate feedback is provided for students who correctly answer questions or for students who continue making the same error. For example, in Lesson 98, the teacher is directed to correct student errors by repeating the same information presented during the *Mi turno* section with no change in instruction. "*Si los alumnos leen una palabra incorrectamente, diga: Mi turno. ¿Palabra? ... Ahora ustedes. ¿Palabra? Enseguida dé un golpecito en la mesa.*"

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

- Grade K materials provide daily lessons, including various opportunities for students to practice independently. For example, Lesson 97 includes individual turns, where students are called one by one to read two or three syllables. Individual turns for independent practice allow the teacher to assess each student's progress individually. The materials do not implement structured collaborative learning strategies like think-pair-share, jigsaw activities, or group problem-solving tasks.
- The materials offer opportunities in the daily lesson for students to practice individually through independent work. For example, in "*Hojas de práctica*," individual worksheets correspond with the lesson objectives. "Hoja 39" has students practice tracing and forming the letter. "*Hojas de práctica*" also includes review activities for students to trace previously learned letters. Additionally, the learning center activities offer varied opportunities for independent practice beyond direct teacher instruction, including writing activities for independent practice at a learning center or at home for homework.

Phonics Compliance

4.3	Ongoing Practice Opportunities	4/6
4.3a	Materials include intentional cumulative review and practice activities throughout the curriculum.	2/2
4.3b	Practice opportunities include only phonics skills that have been explicitly taught.	1/1
4.3c	Decodable texts incorporate cumulative practice of taught phonics skills.	0/1
4.3d	Lessons include an instructional focus with opportunities for practice in isolation and connected text.	1/2

The materials include intentional cumulative review and practice activities throughout the curriculum. Practice opportunities include only phonics skills that have been explicitly taught. Decodable texts do not incorporate cumulative practice of taught phonics skills. Lessons include an instructional focus with opportunities for practice in isolation but not connected text.

Evidence includes, but is not limited to:

Materials include intentional cumulative review and practice activities throughout the curriculum.

- Grade K materials include the intentional practice of new and previously learned phonics skills reviewed throughout the year. Lessons use consistent routines with different modalities. The grade K student book guides students to practice identifying initial sounds and reviewing previous initial sounds. For example, Lesson 1 through Lesson 3 introduce and review the letter *a* and its sound; Lesson 4 introduces the letter *e* sound and reviews the letter *a* sound.
- Materials systematically review previously taught concepts, as shown in the cumulative activities embedded within each lesson. For example, from Lesson 76 to Lesson 78 the focus is on the letter *h* while Lesson 79 through Lesson 81 focus on the digraph *ch*. Then, Lesson 82 includes review of *ch*, *r*, *h*, *j*, and *v* along with words like *chorizo* and *chaleco*. This ongoing review reinforces students' retention and understanding of earlier material. Students continuously revisit and strengthen their knowledge of earlier phonics concepts, demonstrating the systematic review integration in daily lessons. For example, in Lesson 20, students review the sound /p/ and the sound /i/, and teachers are instructed to include three to four more letters for students to read and review.
- Materials include specific practice activities designed to reinforce phonics skills. For example, in Lesson 50, in "*Mi librito de sílabas y palabras*," students review newly learned phonics skills, such as "*Repaso de letras: g, b, c, h, v, j, ll*" and practice syllables like "*al, llo, es, lla*." These targeted practice activities are intentionally integrated throughout each lesson to reinforce learning.

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

- Grade K materials incorporate guided and independent practice for phonics skills that have been explicitly taught. For example, in Lesson 19, after learning the name and sound of the letter *p*, students engage in guided practice by matching pictures starting with *p* to a key card. Students take turns reinforcing this skill independently in focused and intentional practice. Additionally, students apply previously taught skills during independent practice sessions. For example, in Lesson 111, one of the objectives is to read syllables with the diphthong *ue*. Students practice syllables that include the diphthong *ue* (*nue*, *fue*, *pue*, and *bue*) and read new words with *ue* (*fuego*, *juego*, *jueves*, *nueva*, *bueno*, and *puedo*) in their student workbook, aligning review activities with the explicit instruction.
- Materials include activities that require practice and application of phonics skills taught in the previous lessons. For example, in Lesson 50, students practice forming words by joining syllables they learned and then writing them in the student handbook. In Lesson 54, students learn and then practice dividing the syllable /*pe*/ into its constituent sounds /*p*/ and /*e*/.

Decodable texts incorporate cumulative practice of taught phonics skills.

- The materials provide lists of words and sentences for a comprehensive review of the phonics skills taught, but these do not function as decodable texts. For example, Lesson 79, reviews the soft sound of *g*, /*j*/, in Spanish. The students are instructed to read the words *protege*, *vigila*, and *imagen*. Materials do not provide decodable texts, which would allow students to practice cumulative phonics skills in coherent and meaningful reading passages and help bridge phonics learning to natural reading experiences.
- While students engage in activities such as tracing letters or identifying sounds in "*Mi librito de sílabas y palabras*," there are no decodable texts that integrate these skills cumulatively within connected text, limiting the application of phonics skills to isolated words and sentence practice rather than contextual reading. Decodable texts are not mentioned in print or online formats.

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

- Grade K materials provide explicit instruction and isolated practice for phonics skills. A student workbook, corresponding to "Volume 4" and "Volume 5", includes workbook activities that help students practice the lesson skills and skills from previous lessons using letters, syllables, words, and sentences. For example, the practice sentence in Lesson 97 reviews sounds students know: "*La niña lleva los panes.*" Materials only include the practice of skills in isolation in the form of syllables, words, and sentences, with much of the lessons being teacher-guided. There is no evidence of opportunities for practice in the connected text to engage students other than reading isolated words.

- Each lesson includes activities designed to practice phonics skills in isolation, such as reviewing letters and sounds. For example, Lesson 50 provides the activity "*Mi librito de sílabas y palabras*" where students review newly learned phonics skills. In "*Repaso de letras*" students review *g, b, c, h, v, j, ll*" and practice syllables like "*al, llo, es, lla.*" These exercises reinforce phonics knowledge through isolated repetition.
- The lessons do not include opportunities for practice in connected text. Although students learn and practice phonics skills in isolation, such as tracing letters and repeating sounds, the materials do not include short passages or connected sentences that incorporate these skills for students to practice. For example, in Lesson 29, students practice the sound /d/ for the letter *d* by tracing the letter and saying the sound aloud. No connected text-reading exercises apply this skill in a broader context.

Phonics Compliance

4.4	Assessment	7/7
4.4a	Materials include a variety of assessment tools that are developmentally appropriate.	2/2
4.4b	Materials include clear, consistent directions for accurate administration of assessments.	2/2
4.4c	Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.	2/2
4.4d	Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.	1/1

The materials include a variety of assessment tools that are developmentally appropriate. Materials include clear, consistent directions for accurate administration of assessments. Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.

Evidence includes, but is not limited to:

Materials include a variety of assessment tools that are developmentally appropriate.

- Grade K materials include assessment tools that are developmentally appropriate for measuring student learning. For example, the "Progress Monitoring Guide" has a "*Fluidez en el sonido inicial*" (FSI) test that measures phonological awareness by evaluating a student's ability to hear and produce the initial sound of a specified word. In addition, the "Examiner's Test Booklet" has an assessment overview and instructions for each volume placement test. "*El sonido de la letra. Aquí hay unas letras. Quiero que toques cada letra y que me digas el sonido de la letra. ¿Estás listo/a? Comienza. Encierre las respuestas correctas.*" Placement tests determine the entry-level lesson for a new student, and progress tests evaluate a student upon completion of each volume.
- Materials include volume-specific assessment types that are developmentally appropriate for this grade level. For example, the "Volume 1" assessment tests the eight letter sounds and beginning sounds that students learned. The "Volume 2" assessment progresses to include more letter and beginning sounds, segmenting syllables, and reading syllables taught in the volume.

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

- Grade K materials include clear directions for the accurate administration of assessments. In the "Progress Monitoring Guide," the directions for administering a placement test are clear. "Place the *Libro de puntaje* on a clipboard, open it to the correct probe, and position it so the

student cannot see what you record. Say these specific instructions to the student: *'Voy a decir una palabra: mano. La palabra mano comienza con /mmm/. Escucha. /mmm/. Mano. ¿Con cuál sonido comienza la palabra mano? Si el alumno dice /mmm/, diga: Sí. La palabra mano comienza con /mmm/. Si el alumno no dice /mmm/, diga: La palabra mano comienza con /mmm/. Escucha. /mmm/. Mano.'* The "Folleto de pruebas del examinador" (FPE) provides a chart for each placement test that shows when to discontinue testing. The chart also provides directions for teachers to assign students to a specific lesson based on test performance. For example, if a student does not pass letter and beginning sounds in "Part 1," the teacher discontinues testing.

- The materials provide clear and consistent directions that support accuracy for teachers administering these progress monitoring tools. The "Progress Monitoring Measure" provides seven-step instructions guiding teachers through the process, beginning with placing the "Libro de puntaje" on a clipboard away from the student's view. It instructs the administrator to place the "Folleto de pruebas del estudiante" open to the correct probe in front of the student and to start the "stopwatch when the student reads the first syllable." This consistency in directions helps ensure that all students receive the same support and are uniformly assessed, promoting fairness and accuracy in measuring their phonics skills.
- The directions provided are consistent across different sections of the FPE, instructing teachers to read bold words verbatim. Each volume test follows a similar format with consistent instructions for tasks such as letter sounds, beginning sounds, segmenting syllables, and reading syllables and words. For example, the instruction for letter sounds in "Volume 1" and "Volume 2" are nearly identical, ensuring consistency: *"Coloque el Folleto de pruebas del estudiante en la página X frente al alumno. Señale la caja con las letras. Aquí hay unas letras. Quiero que toques cada letra y que me digas el sonido de la letra. ¿Estás listo/a? Comienza. Encierre las respuestas correctas."*

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

- Grade K materials effectively integrate progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. The materials include progress monitoring tools such as reading syllables that are applied routinely and systematically to assess students' phonics acquisition. The directions provided in Lesson 25 illustrate a structured approach to evaluating phonics skills by asking students to read syllables and providing clear instructions to stop the test if the student fails two or more attempts: *"Aquí hay unas sílabas. Quiero que toques cada sílaba y que la leas. ¿Estás listo/a? Comienza."* This systematic method ensures consistent progress tracking and reinforces the students' ability to read syllables correctly.
- Materials include progress monitoring that is appropriate for this grade level. In the "Progress Monitoring Resources," the materials explain two measures to assess fluency: fluency in producing the initial sound and syllable reading fluency. These tests are short (one minute) and frequently administered to monitor student progress. There is an accompanying instruction book, a student book, and a recording book to track progress. The materials

emphasize growth by accurately measuring students' acquisition through tasks such as reading syllables and words. *Fluidez en la lectura de sílabas (FLS)* measures the number of syllables that a student can read in one minute. The criteria for correct responses (whether the student reads the word by syllables or as a whole) ensure that student progress is measured accurately. This focus on accurate measurement is crucial for determining how well students master the expected phonics skills, allowing teachers to adjust instruction based on specific student needs.

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

- Materials include guidance on the frequency of progress monitoring tailored to student needs. The instructions for "Progress Monitoring Measures" explain that monitoring occurs weekly for students with intensive needs and every other week for others, allowing timely identification of students' difficulties and supporting targeted instructional adjustments. For example, *Fluidez en el sonido inicial* begins early in the curriculum and is recommended for continuing assessment until the student achieves the goal of 30 sounds per minute for three or more testing probes.
- The materials offer placement tests at the beginning of the school year to establish a baseline for each student, ensuring they start at the appropriate instructional level. For example, in "Part 1" of the placement test, instructions guide the assessment of foundational skills: "*Aquí hay unas letras. Quiero que toques cada letra y que me digas el sonido de la letra. ¿Estás listo/a? Comienza. Encierre las respuestas correctas.*" This early assessment helps place students accurately in the instructional sequence, facilitating tailored instruction and progress monitoring across the year.
- Five volume tests are recommended at regular intervals, specifically after the completion of each instructional volume, to evaluate ongoing phonics development. For example, the "Volume 2" test assesses key skills such as letter sounds, beginning sounds, segmenting syllables, and reading syllables.

Phonics Compliance

4.5	Progress Monitoring and Student Support	3/6
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.	0/2
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 do not include data-management tools for tracking whole-class student progress to analyze patterns and needs of students. Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs. Materials 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.

- Grade K materials include comprehensive data-management tools that facilitate tracking individual student progress, supporting appropriate instructional decisions, and accelerating instruction. The "Examiner's Test Booklet" provides a passing scores chart for each placement test, specifying thresholds such as a "seven or greater" passing score for letter sounds. This chart enables teachers to analyze assessment data effectively, identify students' proficiency levels, and make informed decisions about instructional adjustments. The chart includes criteria for when to discontinue testing, guiding teachers to focus their efforts based on student needs.
- Materials incorporate a progress monitoring system, including a frequency tool in the "Progress Monitoring Guide." This tool outlines the recommended monitoring frequency: "Students with more intensive needs can be monitored as often as weekly, while other students may only need to be monitored every other week." By providing clear guidelines on monitoring frequency, the tool ensures that teachers can track progress systematically and adjust instruction based on individual student needs, facilitating timely interventions and support.
- Materials provide specific tools for recording and managing individual student data, such as the *Fluidez en el sonido inicial (FSI) - Libro de puntaje* (score sheet). This sheet allows teachers to track progress towards long-term goals by documenting individual scores in areas like initial sounds. Each score sheet includes targets and a visual representation of progress across

different evaluation points. Teachers visualize student growth and identify trends that may require instructional changes.

- Materials include hard copy summary forms: "Summary of Volume Tests" and "Summary of Placement Tests." These forms are essential for maintaining a record of student progress across different assessment points. They allow teachers to document and organize individual student scores for each skill assessed, providing a consistent way to track data over time.

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

- Materials include the *Repaso y evaluación del progreso de fluidez y comprensión* package which allows bi-weekly administration and contains guidelines for plotting individual scores on a progress monitoring graph. These features do not include whole-class data analyses. Drawing an aim line and plotting each score on a graph is focused on individual students, and there are no tools or methods for aggregating this data to analyze overall class performance trends. The grade K materials do not provide data-management tools or guidance for documenting and analyzing whole-class data to inform instruction.
- Materials offer data-management tools that allow teachers to record individual progress in phonics skills. The score sheets track each student's progress on phonological awareness and phonics skills such as reading syllables. No system is in place to consolidate this information and provide a comprehensive view of the entire class's performance. The materials do not provide guidance or tools for teachers to analyze learning patterns or identify common areas of need across all students.
- The materials include passing scores and instructions for recording individual assessment results for each assessment students complete. The materials do not include data-management tools for tracking whole-class student progress to analyze the patterns and needs of students.

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

- Grade K materials feature detailed processes for monitoring test frequency based on student strengths. The progress monitoring booklet advises teachers to plot the initial assessment data on a chart and draw a line to the target goal. If a student scores above this aim line three times or more, the teacher can evaluate whether less frequent monitoring is appropriate.
- The materials consistently provide structured assessments and clear criteria, ensuring teachers have a framework for progress monitoring based on students' strengths and needs. General guidelines suggest monitoring frequency, such as weekly for students with intensive needs and bi-weekly for others. They allow for teacher discretion based on specific assessment results; teachers tailor the frequency of monitoring to each student's requirements and learning pace.
- Materials guide teachers to use instructional settings to address different student needs, monitoring frequency. In *El camino* for Tier 1 (small group language arts instruction), teachers

are encouraged to use learning centers or have paraprofessionals work with students in small groups, offering varied and additional practice opportunities. This structure supports differentiated instruction and helps monitor students based on their engagement and progress in these settings.

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

- Materials do not include sufficient guidance on accelerating learning based on progress monitoring data to help students reach mastery of specific concepts. Although the "Examiner's Test Booklet" shows a passing scores chart for each placement test at the lesson entry point and provides criteria to discontinue testing, it lacks explicit instructions or supplemental guidance on using this data to accelerate learning. There are no digital or print sections in the documents that outline how teachers can develop action plans based on progress monitoring data or specify activities to address identified gaps. The "Progress Monitoring Guide" includes guidance specifying which activities to assign to students when they have difficulty with progress monitoring assessments: "Begin testing for *Fluidez en el sonido inicial (FSI)* at the beginning of *El camino*. Continue for 4 to 5 months, or until the student reaches the goal of 30 sounds per minute for three or more testing probes." It does not offer enough data-management tools to enable teachers to document data or accelerate learning. The materials do not differentiate activities or offer suggestions for accelerated learning. The one-size-fits-all approach does not provide explicit instructions for addressing gaps in learning.

Foundational Skills

5.B.1	Oral Language Development	16/21
5.B.1a	Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)	8/8
5.B.1b	Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)	2/4
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 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 academic communication for different purposes and audiences. Materials do not include opportunities for students to engage in social communication for different purposes and audiences. Materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information and share information and ideas. Materials do not include authentic opportunities for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas.

Evidence includes, but is not limited to:

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

- Grade K materials include explicit instructional guidance on developing oral language and oracy through various methods, ensuring a robust and comprehensive approach. For example, the teacher introduces activities where students follow kinesthetic commands and repeat what the teacher says, such as repeating a specific sound. In Lesson 25, students are learning to recognize and identify the initial sounds of words, focusing specifically on the sound /t/. The teacher introduces the sound of the letter *t* and gives a signal for the sound /t/. The teacher then explains the game: they show two pictures, and the students need to identify which picture starts with the sound /t/. The teacher demonstrates with an example, showing pictures of a bee (*abeja*) and a cup (*taza*). After repeating the names of the objects, the teacher identifies that *taza* starts with the sound /t/ and places the cup card next to a key card with the letter *t*. Next, students take a turn. The teacher shows another pair of pictures, such as a suitcase (*maleta*) and a fork (*tenedor*). After naming each object, the teacher asks the students to think about which one starts with /t/ and signal their answer. The students indicate the fork, and the teacher places the fork card next to the key card. This process continues with other pairs of pictures. At the end of the activity, the teacher reviews each picture that begins

with the sound /t/, emphasizing the initial sound. The activity concludes with individual turns for students who need extra practice. This method emphasizes the modeling and guided practice essential for effective oral language development.

- Additionally, the materials incorporate audible signals to support guided practice. The "*Manual del maestro*" includes instructions for the teacher to tap on the table to help students read in unison, fostering fluency and tone, as seen in "Lesson 114" *Leer los libritos*. In the activity, students practice letter sounds in a structured and interactive way. The activity begins with the first letter or set of letters, and students place their fingers under the first letter. Each time the teacher gives a signal (a tap on the table), the students say the sound of the letter or letter. For example, when the teacher taps the table, the students say the sound /v/. Students then place their fingers under the next set of letters. The teacher gives the signal again, and participants say the sound of the new letter(s), such as /ue/. This routine continues, with the teacher and students going through all the letters in the activity, practicing each sound following the same pattern. The goal is to ensure that all students can accurately identify and vocalize the sounds of the letters.
- Materials provide systematic instructional guidance on developing oral language and oracy ensuring consistency and structure. For example, in Lesson 53, the teacher systematically introduces the letter ñ by naming it and having students repeat the name and sound, "*Mi turno. El sonido de esta letra es /ñññ/. Ahora ustedes. ¿Qué sonido hace esta letra? Dé la señal. /ñññ/.*" This structured approach helps students associate the correct sound with each letter through repeated practice and teacher guidance. The materials also include activities that follow the gradual release model: Lesson 99 uses the activity "*Leer sílabas*," where the teacher gradually shifts responsibility to the students, ensuring they practice speaking clearly and audibly in a guided and independent manner.
- The materials provide instructions on how to improve oral language and communication skills through different methods, such as modeling, guided practice, and feedback. For instance, the "Instructional Guidance" document gives teachers directions on using grounding sentences for context, introducing vocabulary through images in advance, and highlighting the importance of understanding academic vocabulary.

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

- Grade K materials include opportunities for students to engage in academic communication for different purposes. For example, in Lesson 54," students engage in academic communication through activities such as tracing and writing letters, followed by playing "*El juego de las sílabas*." In the activity, participants play a game that involves moving their game pieces across spaces on a board. "*Cuando sea tu turno tú vas a rodar el dado. Luego vas a tomar la primera tarjeta y vas a leer la sílaba que está en la tarjeta. Si la lees bien, vas a mover tu figura según el número de espacios que muestre el dado.*" Players continue taking turns in this manner until all players have reached the end of the game board.
- The grade K Implementation Guide document includes guidance for supporting teachers in how and when to present opportunities for students to engage in academic communication.

For example, students can teach others about a new word through strategies such as Pair-Share to extend vocabulary development. Opportunities for social communication are not detailed with prompts and clear directives for various purposes.

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)

- Grade K materials include authentic opportunities in Spanish for students to listen actively and understand information modeled by the teacher. For example, in Lesson 27, students listen actively and respond appropriately to the teacher's commands: "*Primero voy a trazar la forma de la letra. Con su lápiz, trace sobre la letra t oscura. Una raya. Alcen, y una rayita. El sonido de la t es /t/.*" This activity requires students to listen attentively to understand the teacher's instructions and accurately trace the letter. Similarly, in Lesson 77, students participate in an oral activity where they read syllables by listening to the teacher pronounce the syllable /ga/ and then break it apart into /g/ and /a/. This structured listening practice helps students understand the phonetic components of the syllables. The materials do not include authentic Spanish opportunities for students to discuss the sounds and syllables or to share understanding.
- Materials include authentic Spanish opportunities for students to practice and share information, including letter sounds. For example, in Lesson 27, after the teacher models the letter tracing, students are encouraged to interact with their peers through an activity where one student shows a letter card to a friend, who then has to say the letter sound. If the friend says it correctly, they receive the card; if not, the first student provides the correct sound before passing them the card. This peer-to-peer interaction fosters basic discussions and information sharing, allowing students to practice and reinforce their understanding of letter sounds.
- The grade K "Implementation Guide" document includes opportunities for students to listen and actively share information, such as teaching someone about a new vocabulary word. Students can listen, ask, and engage in conversations to share information. For example, during pair-share activities, students can speak, listen, and have conversations with peers. Additionally, students are encouraged to actively participate in discussions by using grounding sentences, which involve listening to an introduction to a topic and then sharing their prior knowledge or asking related questions. Specific guidance such as conversation prompts, or sentence stems is not provided. The guidance will help students engage in conversations and ask questions to understand or share ideas and information.

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 (including the use of memory-building strategies) in Spanish for students to develop and practice, (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. Materials do not include activities and resources for students to reinforce alphabet knowledge.

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)

- Grade K materials exhibit a systematic sequence that authentically aligns with the Spanish language for introducing both letter names and their corresponding sounds. Letter names are introduced in a structured, methodical manner, starting with vowels before progressing to consonants. The sequence in which vowels are introduced (first the names, then the sounds) ensures a foundational understanding before moving on to consonants. In "Volume 1," lessons follow a specific order in which each vowel is the focus of three consecutive lessons, following the order *a*, *e*, *i*, *o*, and *u*. This structured progression allows students to build their knowledge incrementally, ensuring a solid grasp of each element before advancing. For example, "Lesson 1" begins with the vowel *a*. The teacher says, "*El nombre de esta letra es a. Ahora ustedes. ¿Cuál es el nombre de esta letra? Dé la señal. a.*" This methodical introduction ensures that each letter name is presented clearly and repetitively, aiding student retention and understanding. Teachers then systematically introduce the corresponding sounds of

these letters, reinforcing the phonetic transparency of Spanish. For example, in Lesson 2, students hear the sound of *a*: "El sonido de esta letra es /aaa/. Ahora ustedes. ¿Qué sonido hace esta letra? Dé la señal. /aaa/." This approach helps students to associate the correct sounds with each letter.

- Materials extend this systematic approach to consonants, beginning with those that are phonetically distinct and easier for students to blend with vowels, such as *m*, *p*, and *s*. For example, Lesson 23 incorporates practical applications by having students use their phonetic knowledge to read words like *mesa* and *sopa*, demonstrating the integration of learned sounds in meaningful contexts. The instructional sequence carefully considers similar auditory features to avoid confusion among students. For example, the letter *c* (hard) is introduced in *Volume 3* whereas *k* is introduced later in "Volume 5."

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)

- Grade K materials provide teachers explicit guidance to instruct students in identifying the 27 Spanish alphabet letters, focusing on both uppercase and lowercase forms. For example, in Lesson 53, the teacher presents the letter *ñ* and its uppercase form, stating, "Mi turno. El nombre de esta letra es ñ. Ahora ustedes. ¿Cuál es el nombre de esta letra? Dé la señal. Ñ." This direct modeling ensures that each letter is introduced clearly, fostering student participation in the learning process. Materials include explicit instructions for teaching the corresponding sounds of these letters. In the same lesson, the teacher models the sound of the letter *ñ* by saying, "Mi turno. El sonido de esta letra es /ñññ/ Ahora ustedes. ¿Qué sonido hace esta letra? Dé la señal. /ñññ/". The students practice associating the correct sound with each letter, promoting phonetic understanding through repeated practice and teacher guidance.
- To develop automatic identification of letter names, the materials provide repeated practice and activities designed to reinforce this skill. For example, in Lesson 51, teachers call on individual students to develop automaticity in recognizing and naming letters: "Llame a cada alumno, uno por uno. Pregúntele: '¿Cuál es el nombre de esta letra? c.'" Additionally, the materials offer guidance for developing automaticity in identifying corresponding letter sounds. For example, in Lesson 51, students practice sounds with the teacher asking each student individually, "¿Qué sonido hace esta letra? /ccc/." Students develop fluency in recognizing and producing letter sounds, fostering independent phonetic skills.

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

- Materials provide comprehensive guidance in Spanish for teachers to deliver explicit and systematic instruction for uppercase and lowercase letter formation of the 27 alphabet letters. Explicit instruction for uppercase letters is evident, as demonstrated in Lesson 9, where the teacher introduces the uppercase letter *I* by stating, "El nombre de esta letra es I."

Ahora ustedes. ¿Cuál es el nombre de esta letra? Dé la señal. I." Similarly, explicit instruction for lowercase letters is provided, as shown in Lesson 70, where the teacher guides students in tracing the lowercase letter *y*: *"Deslice el dedo sobre la letra y mientras dice: una rayita inclinada con una raya inclinada. El sonido de la y es /yyy/."*

- Materials ensure that students learn the names and sounds of all letters alongside their formation. In Lesson 33, during a writing activity, the teacher reiterates the sound of /nnn/ while tracing the letter *n* to promote automaticity: *"Primero voy a trazar la forma de la letra. Con su lápiz, trace sobre la letra n oscura. Una rayita con un cerrito. El sonido de la n es /nnn/."* Systematic instruction for uppercase letters is evident in "Lesson 88." The teacher uses the key card to describe the letter *g* formation: *"un círculo con una raya y un gancho. Los sonidos de la g son /g/ y /j/."* This systematic approach is reinforced through student workbooks that contain practice for tracing the letter with arrows indicating the correct direction and motion. Systematic instruction for lowercase letters is demonstrated in Lesson 51, where the teacher explicitly models and guides students through tracing activities: *"Ahora ustedes. Tracen la letra c oscura y después tracen la c clara dos veces y paren."*

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)

- Materials provide a variety of activities in Spanish for students to develop alphabet knowledge both in isolation and in the context of meaningful print. For instance, Lesson 71 includes activities guiding students to trace individual letters: *"Ahora vamos a trazar la letra. Deslice el dedo sobre la letra mientras dice: una rayita inclinada con una raya inclinada. El sonido de la y es /yyy/. Muestre a los alumnos donde deben colocar su dedo en la tarjeta de letras para comenzar a trazar la letra. Tracen la letra. Haga que los alumnos tracen la letra dos veces."* This example highlights the focus on isolated letter practice. Materials also emphasize incorporating alphabet knowledge in the context of meaningful print. For example, in Lesson 98, students identify and highlight specific letters within sentences: *"Vamos a leer una oración. Coloquen su dedo debajo de la primera palabra y léanla en su mente. Cada vez que yo doy esta señal (dé un golpecito en la mesa), ustedes van a leer la próxima palabra. ¿Listos? ¿Palabra? Enseñada, dé un golpecito en la mesa."*
- Materials provide cumulative review activities to reinforce alphabet knowledge in isolation and meaningful contexts. Lesson 49 introduces the letter *c* and includes a cumulative review of previously taught letters and sounds. The guidance states, *"Después de eso, el alumno practica trazando y escribiendo las letras previamente enseñadas (l, m, d, r, n, t, o, y b) como una revisión acumulativa."* To help students develop alphabet knowledge in the context of meaningful print, the materials include activities that combine syllable practice with visual aids. In Lesson 56, the teacher shows students images and specifies what letter sound to look for: *"Vamos a buscar cuáles dibujos comienzan con el sonido /vvv/."* These visual aids help students associate sounds with images, enhancing their understanding of letters within a meaningful context. While the materials provide comprehensive activities for developing and

reinforcing alphabet knowledge, they do not support memory-building strategies, such as mnemonic devices or manipulatives.

Foundational Skills

5.C.2	Letter-Sound Correspondence	16/30
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)	12/24

The materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. Materials 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 multisyllable words in isolation but not in 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 supports basic decoding in Spanish. The progression begins with the five vowels and continues with frequently used consonants, avoiding confusion with similar-looking or similar-sounding letters. For example, the twenty-four lessons in "Volume 1" cover vowels *a*, *e*, *i*, *o*, and *u*, then move on to consonants such as *m*, *p*, and *s*. Teachers introduce letters explicitly: *"El nombre de esta letra es m. Ahora ustedes. ¿Cuál es el nombre de esta letra? Dé la señal. M. Mi turno. El sonido de esta letra es /mmm/. Ahora ustedes. ¿Qué sonido hace esta letra? Dé la señal. /mmm/."* This sequence of lessons helps students apply their knowledge to decoding and encoding. One of the activities in each lesson is a writing activity where students write the letter they have practiced reading. For example, in Lesson 83, students write the letter *q* while practicing the sound /k/.
- Explicit instruction is evident in detailed guidance provided for teachers, ensuring that each letter's name and sound are taught before students practice writing. For example, in Lesson 1, the teacher models the letter *a* by saying, *"Primero voy a trazar la forma de la letra. Con su lápiz, trace sobre la letra a oscura. Un círculo con una rayita. El sonido de la a es /aaa/. Tracen la letra a oscura y después tracen la a clara dos veces y paren."* Similarly, in Lesson 100,

students practice tracing the letter *w* by following the teacher's demonstration. The teacher traces the letter with a finger while describing the strokes and emphasizing the sound of *w* as /www/: "a slanted line down and another slanted line up, and again, a slanted line down and another slanted line up." Students then take turns tracing the letter on their letter cards, repeating the tracing process twice, and saying the sound of *w* each time. Finally, the teacher collects the letter cards one by one, asking each student to identify the letter and its sound as they hand in their card.

- The materials also provide systematic instruction that reinforces letter-sound relationships through cumulative review. In Lesson 35, students revisit previously learned vowels and consonants (*m*, *p*, *s*, *t*, and *d*) before introducing the letter *n*. The lesson includes activities where students match drawings with letters, such as identifying a card of a *niña* and matching it to the letter *n*. *"Muestra uno de tus dibujos. ¿Qué dibujo es? Deténgase hasta que el alumno conteste. ... ¿Con cuál sonido comienza el dibujo? Deténgase hasta que el alumno conteste. /.../. Ahora, coloca el dibujo al lado de la letra que hace el mismo sonido."* The activities in Lesson 35 foster interactive learning experiences that deepen each student's grasp of letter-sound correspondences.
- The materials introduce letters with similar appearances or sounds at different times to provide explicit, targeted instruction. For instance, the letter *d* is introduced in Lesson 29 while the letter *b* is not introduced until Lesson 45. This timing of lessons helps students differentiate between the letters, supporting clearer encoding and decoding. Additionally, Lesson 56 introduces the letter *v* with explicit instructions: *"El nombre de esta letra es v. Ahora ustedes. ¿Cuál es el nombre de esta letra? Dé la señal. v. El sonido de esta letra es /vvv/. Ahora ustedes. ¿Qué sonido hace esta letra? Dé la señal. /vvv/."*

Materials include guidance for the teacher to provide explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors and misconceptions. (PR.2.A & 2.A.2) (T)

- The materials do not guide the teacher in providing explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common errors. While the scripts guide teachers in teaching phonemes and speech sounds, there is no support to assist the teacher when students mispronounce a speech sound. Similarly, the materials do not guide the teacher in providing explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words with recommended explanatory feedback for students based on common misconceptions.
- The materials do not contain evidence of explanatory feedback for common errors or misconceptions. The scripts provided are designed to guide teachers in teaching phonemes and speech sounds, but they do not include any guidance for providing corrective feedback when students make mistakes.

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 various Spanish activities for students to develop and apply letter-sound correspondence while encoding and decoding one-syllable words in isolation. For example, in Lesson 107, students practice writing the sentence "*El panda pinta la casa*" with teacher guidance, helping them decode one-syllable words such as *el* and *la*. Similarly, in Lesson 97, students practice reading the sentence "*La niña lleva los panes,*" which includes one-syllable words like *la* and *los*. The materials include a variety of activities in Spanish for students to reinforce through cumulative review their understanding of applying letter-sound correspondence to decode one-syllable words in isolation. Lesson 111 includes activities such as "*Revisar letras,*" "*Dictado de sílabas,*" and "*Dictado de palabras*" to review previously learned letter-sound correspondence while reading the words *fuego, juego, jueves, nueva, bueno, and puedo*.
- The materials include a variety of activities in Spanish for students to develop and practice applying letter-sound correspondence to decode multisyllabic words in isolation. In the lessons of "Volume 1," students learn to read words like *insecto, mula, puma, sol, edificio, and sirena*, which involve multisyllabic decoding. "Lesson 105" provides practice with multisyllabic words such as *palma, palmera, papel, pulga, pulpo, and pulvo*. The materials do not include connected decodable text. While they offer various activities for practicing letter-sound correspondence and decoding and encoding one-syllable and multisyllabic words in isolation, they do not incorporate them into connected text that students can read and comprehend.

Foundational Skills

5.D.1	Phonological Awareness (K–1)	8/12
5.D.1a	Materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)	4/4
5.D.1b	Materials include direct and explicit instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)	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)	4/6

The materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with simple skills and larger units of sound and gradually transitions to more complex skills and smaller units of sound. 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, including the use of memory-building strategies in Spanish for students to develop and practice phonological awareness skills connected to grade-level Spanish TEKS. Materials do not include a variety of resources to reinforce phonological awareness skills connected to grade-level Spanish TEKS (through cumulative review).

Evidence includes, but is not limited to:

Materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that begins with simple skills and larger units of sound (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying the individual words in spoken sentences) and gradually transitions to more complex skills and smaller units of sound (e.g., adding, deleting, and substituting syllables). (PR 2.A.1)

- Grade K materials present a systematic and authentic Spanish sequence for introducing phonological awareness activities that align with grade-level Spanish TEKS. The progression begins with simple skills and gradually transitions to more complex skills. For example, in Lesson 1, the instructor guides students to identify the initial sound of the word *abuelo* by saying, "Digan abuelo. Dé la señal. Abuelo. Ahora digan aaabuelo. Dé la señal. aaabuelo. Yo diré con cuál sonido comienza abuelo. Abuelo comienza con el sonido /aaa/." This activity helps students focus on the initial sound of a word, establishing a foundational skill in phonological awareness.

- As the curriculum progresses, more complex phonological activities are introduced, such as combining and dividing syllables. For instance, in Lesson 98, the teacher demonstrates how to join two or three sounds to form a syllable: "The teacher touches one box for each sound she says. Then, when she moves her finger on the arrow, the students will say the syllable: '/lll/ /ooo/ /sss/ /los/.'" This exercise shows the transition from recognizing individual sounds to blending them into syllables, exemplifying the systematic development of phonological skills. When students reach "Volume 5," they are expected to understand and manipulate syllables, demonstrating a gradual increase in the complexity of phonological awareness activities.
- The materials include a systematic and authentic Spanish sequence. The curriculum focuses on identifying initial sounds and blending and segmenting words from the beginning. The materials gradually transition to more complex skills like combining and dividing syllables.

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

- Grade K materials do not include recommended explanatory feedback for students based on common errors. For example, in Lesson 6, when students incorrectly segment a word, the teacher demonstrates the correct syllable segmentation without explaining why the mistake occurred. This approach focuses on correction through imitation rather than addressing underlying misconceptions. Similarly, in "Lesson 88," the materials teach syllable segmentation and blending by having students practice correct pronunciation after initial instruction. While there is a feedback mechanism titled, "*Corrección de errores*," it does not explicitly explain common misconceptions. When students incorrectly segment syllables, the teacher corrects them by modeling the proper segmentation but does not delve into why the mistake was made or clarify any misunderstandings about syllable structure.
- The materials do not include recommended explanatory feedback for students based on common misconceptions in phonological awareness. For example, in Lesson 89, when teaching the sounds of the letter *g*, the materials again demonstrate direct instruction followed by corrective feedback. The teacher prompts students to identify drawings beginning with the correct sound and corrects errors by showing the correct drawing and pronunciation. This feedback focuses on immediate correction rather than explaining why specific answers are correct or incorrect based on common errors and misconceptions.

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

- The materials include a variety of activities in Spanish for students to develop phonological awareness skills connected to grade-level Spanish TEKS. For example, in "Lesson 97," the activity "*Unir y dividir sílabas cerradas*" instructs students to blend sounds to form syllables. In this activity, the teacher guides students to blend two or three sounds together to form one syllable. The teacher taps on a box for each syllable sound, and students say the syllable when the teacher moves their finger over an arrow, indicating the blending of sounds into a cohesive unit of speech. This activity helps students develop the foundational skill of blending sounds to form syllables. The materials do not include a cumulative review with a variety of activities in Spanish for students to reinforce phonological awareness skills connected to grade-level Spanish TEKS.
- The materials include a variety of activities in Spanish for students to practice phonological awareness skills connected to grade-level Spanish TEKS. In "Lesson 100," students participate in "*Leer sílabas.*" The teacher instructs students to read syllables composed of three sounds. The teacher demonstrates by holding a card with the syllable /ta/ in the right hand and a card with the letter *r* in the left hand, which makes the sound /rrr/. When the teacher combines these two cards, they form the syllable /tar/. This practice reinforces the students' ability to read syllables by combining known sounds.
- The materials include a variety of resources, including the use of memory-building strategies in Spanish for students to develop phonological awareness skills connected to grade-level Spanish TEKS. For instance, in Lesson 98, students learn to segment syllables into sounds during the activity "*Unir y dividir sílabas cerradas.*" In this activity, the teacher says a syllable, and then the students segment the individual sounds in the syllable. The teacher uses a fist to represent the syllable, and each time a finger is lifted, the students articulate one sound of the syllable. This activity uses kinesthetic learning strategies to help students develop their phonological awareness by breaking syllables into sounds. The materials do not include a cumulative review with a variety of resources, including memory-building strategies, in Spanish for students to reinforce phonological awareness skills connected to grade-level Spanish TEKS.

Foundational Skills

5.D.2	Phonemic Awareness (K–1)	9/13
5.D.2a	Materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables. (PR.2.A.1)	3/3
5.D.2b	Materials include direct and explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. (PR.2.A & 2.A.2)(T)	0/2
5.D.2c	Materials include direct and explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR.2.A.1)(T)	2/2
5.D.2d	Materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills (through cumulative review). (PR.2.A & 2.A.3)(S)	4/6

The materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities, starting with the identification, blending, and segmenting of phonemes. Materials do not transition to more complex manipulation practices. Materials do not include direct and explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. Materials include direct and explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. Materials include a variety of activities and resources in Spanish for students to develop and practice phonemic awareness skills. Materials do not include a variety of activities and resources in Spanish for students to reinforce phonemic awareness skills (through cumulative review).

Evidence includes, but is not limited to:

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

- The materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begin with identifying phonemes, as seen in Volume 1 Lessons 1-15, where students start with the five vowels a, e, i, o, u. They engage in activities such as identifying initial sounds, as illustrated in the instruction: "*¿Con cuál sonido comienza insecto? Piensen. Deténgase mientras los alumnos piensan. Díganlo. /iii/.*" This demonstrates a foundational step in phonemic awareness by focusing on recognizing individual phonemes within words.

- The materials contain activities that begins with identifying and blending phonemes into syllables. For example, in Lesson 103, the activity focuses on identifying phonemes within a word (/ppp/ /ooo/ /nnn/) and blending them into a syllable (/pon/). Lesson 51 also includes an example for teachers to guide students blend sounds into words. For example, students use their fingers to produce sounds and read a word using Fig. 51-2.
- The materials include tasks to help teachers and students transition from blending phonemes into syllables and words to more complex manipulation practices such as substituting syllables. For example, in activity "*cambias sílabas para hacer nuevas palabras*", teachers are guided on how to substitute syllables to create simple words. Teachers instruct students to use a new word and substitute the initial syllable to create a second word. For instance, the initial word is "*baño*", /ba/ño/. Then, students substitute /ba/ for /ni/ to create the second word, "*niño*."

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)

- Materials do not contain explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors. For instance, in Lesson 50, when students identify an incorrect drawing that starts with the /k/ sound, the teacher is guided to select the correct drawing and have students repeat it. The materials include direct instruction for phonemic awareness but do not provide feedback explaining why the errors were made or how to avoid them in the future.
- Materials do not contain explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common misconceptions. For example, in Lesson 103, the teacher models how to segment a syllable into its individual sounds using a visual and kinesthetic approach. The teacher taps a box for each sound in the syllable /pon/, moving from left to right from the students' perspective: /p/ /o/ /n/. After identifying each sound, the teacher slides a finger over an arrow and says the blended syllable /pon/. The students then replicate the process. While this instruction helps students blend phonemes into syllables, it does not provide specific feedback to address common misconceptions, such as manner of articulation or misidentifying sounds. Another example is in "Lesson 109," where the teacher is instructed to segment phonemes within syllables by saying, "*Mi turno. Empuñe la mano derecha con la palma hacia usted y diga la sílaba: /es/. ¿Sonidos? Levante un dedo por cada sonido que usted dice, empezando de izquierda a derecha desde la perspectiva de los alumnos: /eee/ /sss/. Ahora ustedes.*" This direct instruction does not include guidelines for correcting misconceptions, such as treating a diphthong as two separate sounds.

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)

- Grade K materials provide explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, supporting students in their transition from oral language activities to basic decoding. For example, in Lesson 74, the teacher helps students connect phonemic awareness with the alphabetic principle. The teacher asks students to identify which word starts with a vowel sound, using *hilo* as an example. *"Recuerden, estoy escuchando qué palabra comienza con el sonido de una vocal. Hilo. Hilo comienza con la letra h."* Then, the teacher explains that *hilo* starts with the letter *h* and asks students to find a picture that begins with the same letter, *hoja*. *"¿Cuál dibujo comienza con la letra h? Hoja."* This clear and direct instruction reinforces the connection between sounds and their corresponding letters, aiding the transition from oral language to decoding written words and facilitating students' understanding of how to decode written text. This approach reinforces the connection between phonemic awareness and the alphabetic principle, preparing students to apply the alphabetic principle to decoding.
- The materials include explicit guidance for connecting phonemic awareness skills to the alphabetic principle, supporting students in their transition from oral language activities to basic encoding. For example, in Lesson 49, the teacher first models identifying the letter *c* and its sound in *"El nombre y el sonido de la letra."* The teacher introduces the letter and then has students repeat the information: *"Mi turno. El nombre de esta letra es c. Ahora ustedes. ¿Cuál es el nombre de esta letra? Dé la señal. c."* Next, the teacher demonstrates the sound the letter *c* makes by saying, *"Mi turno. El sonido de esta letra es /ccc/."* Students repeat the sound: *"Ahora ustedes. ¿Qué sonido hace esta letra? Dé la señal. /ccc/."* This activity helps students learn to recognize the letter *c* and associate it with its corresponding sound, directly connecting the phoneme (sound) to its corresponding grapheme (letter) and reinforcing the alphabetic principle by helping students understand that letters represent sounds.

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)

- Materials include activities in Spanish that support phonemic awareness development. For example, in Lesson 67, students say a syllable, segment it into sounds, and blend the sounds to repeat the syllable. They lift a finger for each sound in */zo/* and then combine the sounds to pronounce */z/ /o/ - /zo/*. The materials offer practice activities in Spanish to reinforce phonemic awareness skills. In "Lesson 100," students practice reading closed syllables with three sounds. The teacher models the syllable */ta/* and demonstrates how to form */tar/*, followed by practice with syllables like */tur/*, */ter/*, */tir/*, and */tor/*. The materials do not offer a variety of activities in Spanish for reinforcing phonemic awareness skills through cumulative review.
- Materials provide resources that aid in developing phonemic awareness skills. In "Lesson 49," the activity *"Las primeras sílabas"* involves identifying and writing initial syllables of words. Students recognize *casa* starts with */ca/* and practice writing it, linking spoken sounds with

written forms. The materials provide resources for practicing phonemic awareness. In Lesson 81, the teacher uses kinesthetic activities to segment and blend syllables in "*Dividir y Unir Sílabas y Leer Sílabas*." The teacher raises a finger for each sound in /yi/ and joins the fingers to demonstrate blending. Extension activities do not offer targeted reinforcement of previously taught skills.

Foundational Skills

5.E.1	Sound-Spelling Patterns	10/17
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)	1/2
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)	2/8

The materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode multisyllabic words, but not single-syllable 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 and practice grade-level sound-spelling patterns. Materials provide a variety of activities in Spanish to support students in decoding and encoding words that include taught syllable correlations in isolation (e.g., word lists). Materials do not include taught syllable correlations 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)

- Grade K materials include a structured sequence for introducing grade-level sound-spelling patterns and syllable combinations for decoding. For example, the sequence begins in "Volume 1" by identifying and matching the common sounds that letters represent. The materials then progress to decode multisyllabic words. For example, in Lesson 26, students decode words such as *mula*, *dibujo*, *loma*, and *maleta*. While the materials include a structured sequence for introducing grade-level sound-spelling patterns and multisyllabic combinations for decoding, there is no evidence to support practice with decoding single-syllable words. For example, in Lesson 25, the activity is to decode single syllables such as *ma*, *mi*, *me*, *mu*, and *mo*. These syllables will be combined with other syllables to decode multisyllabic words. The lesson continues to decode multisyllabic words such as *rata* and *madera*, but there is no decoding of single-syllable words.

- The materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode multisyllabic words, as outlined in the Spanish TEKS. For instance, in Lesson 25, students are engaged in different activities including "*¿Cuántas sílabas hay?*" in which they identify, read, and count syllables in words such as *rata*, *madera*, and *gallina*. This structured approach helps students understand syllable division and decode multisyllabic words effectively.
- The materials do not contain a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single-syllable words as outlined in the Spanish TEKS. While activities focus on multisyllabic words, such as those mentioned in Lesson 25 and Lesson 26, the materials do not provide similar activities or sequences dedicated to decoding single-syllable words.

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

- The materials provide guidance for the teacher to deliver explicit instruction for grade-level sound-spelling patterns, ensuring a direct and systematic approach to phonics education. For instance, in Lesson 97, the script in *Dividir sílabas en sonidos* guides the teacher to help students break down the syllable *nos* into its constituent sounds: /nnn/ /ooo/ /sss/. The teacher uses her fist, raising a finger for each sound, which offers a multisensory experience to reinforce the sound-spelling pattern. This lesson also addresses *nas*, *nis*, *nes*, and *nus*.
- In addition, Lesson 73 explicitly guides teaching the letter *h*. The materials include bold script instructing the teacher to use the letter *h* key card to show that "the letter has no sound." By placing a finger over the mouth, the teacher visually reinforces the concept of the silent *h*. This consistent use of key cards and bolded scripts across lessons ensures students learn sound-spelling correlations through a familiar and reliable routine. In addition, Lesson 49 provides explicit instruction using the *c* key card. The teacher models the letter name and sound, using the word *casa* to demonstrate the hard /k/ sound, and students repeat it. This direct instruction emphasizes the sound-spelling pattern and includes specific teaching steps, such as presenting the letter, saying its name, and having students echo the sounds.

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)

- Materials include a variety of activities authentic to Spanish for students to develop and practice grade-level sound-spelling patterns. In Lesson 78, *El juego de palabras* provides an engaging way for students to interact with syllables such as *llo*, *fu*, *fe*, *lli*, *fo*, and *lla*. This game utilizes syllables to help students read and form words, fostering an understanding of sound-spelling patterns through an engaging and interactive method. The activity also incorporates movement as students advance their figures based on the number of syllables in the words they read, further reinforcing their learning.
- The materials offer activities for practicing sound-spelling patterns through structured exercises. For example, Lesson 76 guides students to write the first syllable of words like *hada*, emphasizing the CVCV sound-spelling pattern. The activity prompts students to identify

the initial syllable /ha/ and write it, followed by similar exercises with words like *llave*, *hoja*, and *llora*. This methodical approach solidifies students' understanding of sound-spelling patterns by connecting spoken sounds with written syllables, ensuring they practice these patterns within the context of Spanish.

- The materials contain a variety of resources authentic to Spanish for reinforcing grade-level sound-spelling patterns through cumulative review. "*Libritos de palabras y sílabas*" and other writing activities provide opportunities to practice previous sounds and syllables in words and sentences. The sections *Repaso de letras* and *Repaso de palabras* systematically provide opportunities for review across all lessons for "Volume 4" and "Volume 5".

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

- The materials provide a variety of activities in Spanish to support students in decoding and encoding words that include taught syllable correlations. For example, Lesson 98 through Lesson 100 requires students to work with syllables such as *los*, *lo*, *da*, *las*, *di*, and *des*. These activities, like *Dividir sílabas en sonidos*, allow students to read the syllable by sounds, reinforcing their understanding of syllable correlations. By focusing on these isolated decoding activities, students practice reading and writing individual syllables, aiding their development in decoding, and encoding words that incorporate these syllable patterns. The materials do not provide a variety of resources in Spanish to support students in decoding and encoding words that include taught syllable correlations.
- The materials do not contain a variety of activities in Spanish to support students in encoding words that include taught syllable correlations in authentic Spanish decodable connected text. The materials do not provide decodable text for this grade level to allow students to apply their decoding skills in context. While activities such as those in Lesson 55 provide students with practice in decoding and writing syllables, like *va*, *vu*, *ve*, and *vi*, there is no mention of students applying these skills within the connected text. For example, the student workbook for Lesson 55 includes isolated tasks like writing the first syllable of a picture, such as *va* for an image of a cow (*vaca*). However, it does not extend this practice to sentences or decodable texts that build on previous instruction.

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 and practice skills to decode and encode multisyllabic words (through cumulative review).

Evidence includes, but is not limited to:

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

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

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

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

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

2.A.3) (S)

- The materials include a variety of activities in Spanish for students to develop and practice skills to decode multisyllabic words. For example, in Lesson 78, students join syllables to create and read words, such as ga- lli-na. Similarly, in Lesson 91, students review letters, read and blend syllables, and read words. In this lesson, students practice decoding skills when reading new words like *perro*, *torre*, and *carro*.
- Materials also provide activities to develop and practice encoding multisyllabic words. In Lesson 77, the activity *Leer los Libritos* progresses to *Actividad de escritura* where students practice encoding by identifying the first syllable of words such as *gusano* and *galletas*. Another traditional activity to practice encoding is in Lesson 107 where the teacher guides the whole class in writing a sentence, *El oso ama la abeja*, with students writing each word independently after hearing it aloud.

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.