

# Benchmark Education Company, LLC

Spanish Phonics, 1

Benchmark Fonética (edición de Texas), 1

| MATERIAL TYPE                  | ISBN                 | FORMAT                        | ADAPTIVE/STATIC |
|--------------------------------|----------------------|-------------------------------|-----------------|
| <b>Partial-Subject, Tier-1</b> | <b>9798331846688</b> | <b>Both Print and Digital</b> | <b>Static</b>   |

## Rating Overview

| TEKS SCORE | PHONICS RULE COMPLIANCE | THREE CUEING        | ERROR CORRECTIONS (IMRA Reviewers) | SUITABILITY NONCOMPLIANCE | SUITABILITY EXCELLENCE | PUBLIC FEEDBACK (COUNT) |
|------------|-------------------------|---------------------|------------------------------------|---------------------------|------------------------|-------------------------|
| 100%       | Compliant               | Flags Not in Report | <u>26</u>                          | Flags Not in Report       | Flags in Report        | 0                       |

## Quality Rubric Section

| RUBRIC SECTION                                      | RAW SCORE    | PERCENTAGE |
|---|--------------|------------|
| 1. <a href="#">Intentional Instructional Design</a> | 26 out of 26 | 100%       |
| 2. <a href="#">Progress Monitoring</a>              | 26 out of 26 | 100%       |
| 3. <a href="#">Supports for All Learners</a>        | 26 out of 26 | 100%       |
| 4. <a href="#">Phonics Rule Compliance</a>          | 31 out of 31 | 100%       |
| 5. <a href="#">Foundational Skills</a>              | 67 out of 67 | 100%       |

## Breakdown by Suitability Noncompliance and Excellence Categories

| SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY                      | IMRA REVIEWERS | PUBLIC | Flags NOT Addressed by November Vote |
|--|----------------|--------|--------------------------------------|
| 1. Prohibition on Common Core                                    | 0              | 0      | 0                                    |
| 2. Alignment with Public Education's Constitutional Goal         | 0              | 0      | 0                                    |
| 3. Parental Rights and Responsibilities                          | 0              | 0      | 0                                    |
| 4. Prohibition on Forced Political Activity                      | 0              | 0      | 0                                    |
| 5. Protecting Children's Innocence                               | 0              | 0      | 0                                    |
| 6. Promoting Sexual Risk Avoidance                               | 0              | 0      | 0                                    |
| 7. Compliance with the Children's Internet Protection Act (CIPA) | 0              | 0      | 0                                    |

| SUITABILITY EXCELLENCE FLAGS BY CATEGORY                          | IMRA REVIEWERS |
|---|----------------|
| Category 2: Alignment with Public Education's Constitutional Goal | <u>6</u>       |
| Category 6: Promoting Sexual Risk Avoidance                       | 0              |

# IMRA Quality Report

## 1. Intentional Instructional Design

Materials support educators in effective implementation through intentional course, unit, and lesson-level design.

### 1.1 Course-Level Design

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE |
|----------|--------------------------------|-----------|
| 1.1a     | All criteria for guidance met. | 3/3       |
| 1.1b     | All criteria for guidance met. | 2/2       |
| 1.1c     | All criteria for guidance met. | 2/2       |
| 1.1d     | All criteria for guidance met. | 2/2       |
| 1.1e     | All criteria for guidance met. | 2/2       |
| —        | TOTAL                          | 11/11     |

#### 1.1a – Materials include a scope and sequence outlining the TEKS and concepts taught in the course.

In grade 1, the instructional materials include a scope and sequence that clearly outlines the Texas Essential Knowledge and Skills (TEKS) and key concepts taught throughout the course. The "Secuencia de enseñanza" includes a clearly organized chart, which maps each instructional unit to the corresponding TEKS, ensuring comprehensive coverage and alignment.

The "Secuencia de enseñanza" for grade 1 includes a scope and sequence document that aligns with the TEKS for Spanish Language Arts and Reading. The scope and sequence provides a detailed, organized structure for teaching phonological awareness, phonics, and early reading skills.

The materials include a scope and sequence that outlines the TEKS and key concepts covered throughout the course. The "Correlación a los estándares TEKS" offers a weekly breakdown of the instructional focus. Each section includes a direct link to the specific lesson and the corresponding page number.

#### 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).

The materials include a suggested pacing guide that supports effective implementation across various instructional calendars. The guide offers flexibility to accommodate different numbers of instructional days (e.g., 165, 180, or 210) while ensuring full coverage of the TEKS and course content. For example, the Annual Pacing Calendar provides a year-long overview along with unit-by-unit pacing.

In grade one, the materials include an annual pacing calendar, as outlined in the Annual Pacing Calendar, which provides flexible options for adjusting the time allocated to each unit. These adjustments can be made without disrupting the overall sequence and coherence of the content. The pacing guides are structured to support effective and consistent instruction across the academic year, regardless of the total number of instructional days. Materials offer a suggested yearly pacing calendar to help teachers plan lessons over 180 days. The "Guía de ritmo sugerido" includes a table organized by week and day, detailing whole-group and small-group activities. It also highlights the specific TEKS addressed each day.

### **1.1c – Materials include an explanation for the rationale of unit order as well as how concepts to be learned connect throughout the course.**

The scope and sequence includes a rationale for unit order, as well as an explanation of how concepts to be learned connect throughout the course. For example, the units are arranged in a sequence that moves from simple to more complex skills. This order follows a traditional syllabic method used to teach phonics in Spanish. The *Benchmark Fonética* program explains that children first learn the five vowels, then combine them with consonants to form syllables. Instruction begins with open syllables using consonants that are easier for children to hear and blend with vowels.

In grade 1, the materials outline guiding principles for the sequence of instruction, emphasizing the importance of introducing simpler concepts first and gradually progressing to more complex ones. For example, early units focus on continuous consonants to facilitate blending, while higher-utility letters are introduced early to increase the number of words available for reading and spelling. This structured approach follows a logical progression that supports skill development over time.

The grade 1 materials include both a rationale for the unit order and an explanation of how concepts connect throughout the course. These elements are detailed in the *Secuencia de enseñanza: presentación de lecciones*.

### **1.1d – Materials include protocols with corresponding guidance for unit and lesson internalization.**

The materials provide protocols with corresponding guidance for lesson and unit internalization. For example, the materials include the "Sistema de recursos para maestros" by unit. Within this system, a tab titled "Lecciones de fonética" offers a detailed weekly walk-through, breaking down daily lessons that focus on internalizing key concepts. Each lesson identifies clear learning targets and highlights specific actions in bold. Teacher instructions are presented in blue text for guidance, while practical steps are outlined in black. Visuals and pictures accompany each section to enhance understanding of the materials used.

In grade 1, the materials include protocols with corresponding guidance for lesson and unit internalization. For example, the "Guía de ritmo sugerido" is an annual pacing calendar that guides

teachers both weekly and daily. It outlines whole-group and small-group activities for each day. The specific skill of focus is clearly identified daily to support consistent instruction.

*Benchmark Fonética* includes unit-level protocols that support internalization by breaking down each unit into manageable chunks. Unit assessments at the end of each section provide a way for teachers to gauge whether the key phonics and spelling concepts have been mastered. The materials include a progress monitoring system, helping teachers decide when to move forward or revisit concepts as needed.

### **1.1e – Materials include resources and guidance for instructional leaders to support teachers with implementing the materials as designed.**

The materials provide resources for instructional leaders to support teachers in implementing the program as intended. For example, the program includes a document titled "12 Essentials for Phonics Success" that outlines critical components of effective phonics instruction. This overview serves as foundational guidance for leaders and highlights essential practices, such as consistent review and repetition, application of the gradual release model, and the importance of connecting phonics instruction to reading and writing tasks.

The materials provide resources to support instructional leaders through a document titled "12 Essentials for Phonics Success." Instructional leaders can use this resource to identify key instructional features during classroom observations and to guide coaching conversations. The document also underscores the role of teacher expertise in delivering research-based routines and developing linguistic knowledge, which reinforces fidelity of implementation.

The materials provide digital tools to support data-informed decision-making for instructional leaders. For instance, the "Reading Level Progress" dashboard allows instructional leaders to view and analyze students' reading performance by grade and class. The dashboard visually groups students by reading levels and highlights grade-level expectations, enabling leaders to identify students needing support or intervention. The "Understanding the Reference" page further supports leaders during team meetings by explaining how various reading metrics interrelate, such as Lexile, Grade Level, and Letter Level, facilitating conversion between systems and strengthening alignment during instructional planning.

The materials include resources to support instructional leaders in supporting teachers to implement the materials as intended. For example, the materials include the "What do you See: Walkthrough Document," in which administrators check boxes to indicate if the following components, titled "Benchmark Aligned Materials," "Integration of Technology," "Explicit Teacher Language and Modeling," "Integration of Differentiation," and "Student to Student Engagement" are evident during a classroom observation. The document also includes a comment box and a next steps column for administrations to make observation notes.

## 1.2 Unit-Level Design

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE |
|----------|--------------------------------|-----------|
| 1.2a     | All criteria for guidance met. | 2/2       |
| 1.2b     | All criteria for guidance met. | 2/2       |
| —        | TOTAL                          | 4/4       |

### **1.2a – Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.**

The grade 1 materials in *Benchmark Fonética* include comprehensive unit overviews that provide a foundation of background content knowledge essential for effective literacy instruction. The unit overviews highlight the following essential areas of expertise that are critical for Spanish phonology instruction: vowel and consonant sounds, syllabication rules, and stress patterns.

The materials include unit overviews, which provide a clear framework for understanding the developmental stages of literacy acquisition. For example, background knowledge is provided for skills such as recognizing letter names and sounds, and more complex skills such as word decoding and simple sentence reading.

The materials include comprehensive unit overviews that provide the background content knowledge necessary to effectively teach the concepts in the unit. For example, the *Secuencia de enseñanza* provides an overview for each unit. Each unit follows a routine of *destrezas diarias* and *destrezas fonéticas*. In the section "Destrezas de Fonética," instruction is broken into three parts: *destreza primaria*, *vistazo previo/destreza avanzada*, and *repaso espiral*.

In grade 1, the materials include comprehensive unit overviews that support teacher understanding by outlining essential academic vocabulary necessary for effective early literacy instruction. For example, in *Unidad 1, Vistazo a una semana, Día 1*, the section titled "Desarrollar conocimiento y vocabulario: Regalos de la tierra" introduces foundational phonemic awareness and phonics vocabulary. This resource helps build teacher content knowledge around Spanish vowel sounds and their role in early decoding skills. The structured presentation of key terms and concepts ensures that educators are well-prepared to teach phonological awareness with clarity and accuracy.

### **1.2b – Materials contain supports for families in both Spanish and English for each unit with suggestions on supporting the progress of their student.**

Materials contain support for families in Spanish for each unit, with suggestions on how to support their students' progress. For example, the materials include a family letter in Spanish at the start of each unit that explains what students are learning. The family letter provides activities to help reinforce classroom

learning at home, the skill focus for each of the three weeks, and the book students will take home to read with their families. It also includes an activity calendar with page numbers and a game families can play together.

In grade 1, the materials provide consistent support for families in both English and Spanish across all units, helping families and caregivers actively support their child's literacy development at home. For example, in Unidad 1: Conexiones con el hogar (grade 1), the English version of the family letter includes suggestions for reinforcing foundational phonics skills. In Semana 1, the letter highlights focus areas such as the alphabet and vowels, and high-frequency words: *a, un, una, él, ella*, providing specific ways families can engage their child in practicing these skills at home.

The materials consistently provide support for families in both English and Spanish across all units, enabling caregivers to actively participate in their child's literacy development at home. For example, in Unidad 1: Conexiones con el hogar, the Spanish version of the family letter offers practical suggestions for reinforcing foundational phonics skills introduced in the classroom. The letter outlines specific strategies families can use, such as reading aloud, practicing letter-sound relationships, and reviewing sight words to help their child develop early literacy skills.

## 1.3 Lesson-Level Design

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE |
|----------|--------------------------------|-----------|
| 1.3a     | All criteria for guidance met. | 7/7       |
| 1.3b     | All criteria for guidance met. | 3/3       |
| 1.3c     | All criteria for guidance met. | 1/1       |
| —        | <b>TOTAL</b>                   | 11/11     |

### **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 (aligned with the TEKS).**

In grade 1, the materials include comprehensive, structured, and detailed lesson plans required to meet content standards. For example, the materials include lesson plans with clear daily objectives, tasks, suggested timing for each lesson component, and required materials. The Lecciones de fonética provide step-by-step daily instruction. Each lesson identifies the Texas Essential Knowledge and Skills (TEKS), states the knowledge objective for the day, and lists the materials needed for both the teacher and students.

The grade 1 lesson plans in *Benchmark Fonética* include comprehensive, structured, and detailed plans that provide embedded comprehension questions that serve as formative assessments. During the "Formar palabras" activity, teachers are prompted to ask: "¿Qué sonido hace la s? /s/. Ponemos la s en la primera caja. Ahora miren la a. ¿Qué sonido hace la a?"

Materials include a detailed list of teacher and student resources essential for effective lesson delivery. These materials include items such as Tarjetas de sílabas, Texto decodificable, and Tarjetas de palabras de uso frecuente. In addition, the lessons feature explicit, hands-on instructional tasks designed to reinforce phonics and literacy skills. For example, manipulating syllable cards to build word recognition. These materials and tasks are purposefully integrated into each lesson to support diverse learning modalities and promote mastery of foundational literacy skills.

### **1.3b – Materials include a lesson overview listing the teacher and student materials necessary to effectively deliver the lesson, and the suggested timing for each lesson component.**

The materials include a lesson overview listing the teacher and student materials necessary to deliver the lesson for each component effectively. For example, in *Fundamentos de la lectura*, Vol. 1, the following instructional resources are listed to support teaching *Mm* and *Pp*. Teacher materials include Tarjetas de sonido y deletreo: Mm, Pp, Tarjetas de letras o letras magnéticas, Tarjetas de sílabas, Tarjetas de

palabras de uso frecuente: del, de, el, la, y, a, un, una, él, ella, Tarjetas de articulación: Mm, P, Tarjetas de imágenes: mano, pelota, Diapositivas de las lecciones—Unidad 1, Semana.

The materials include lists of student materials needed to effectively deliver a lesson to teach the letters *Mm* and *Pp*. For example, in Fundamentos de la lectura, Vol. 1 student material includes Láminas de trabajo del estudiante, Páginas de práctica de caligrafía de las letras Mm y Pp, "Canciones de 123 Andrés," "Canción de la M," "Canción de la P."

The grade 1 materials include guidance and recommendations for the suggested timing of each lesson component within the instructional steps. For example, in Unidad 1, Semana 3, Día 2, the lesson specifies a time allocation of 15–20 minutes for the focused review of units 1 and 2, titled "Repasar las unidades 1 y 2."

### **1.3c – Materials include guidance on the effective use of lesson materials for extended practice (e.g., homework, extension, enrichment).**

In grade 1, the materials provide guidance for extended practice within the "Recursos adicionales" tab in the teacher resource section of each unit. This tab includes games and activities, phonics resources for advanced students, and differentiated phonological awareness activities. These support enrichment and allow teachers to extend learning based on student needs.

The materials include enrichment opportunities for grade 1, such as the activity found in Unidad 2, Semana 1, Día 1, focused on the poem "Un lobo distinto." This enrichment task encourages comprehension and discussion, promoting both language development and social-emotional learning through extended exploration of text.

The materials provide techniques to encourage student engagement and completion of extended practice assignments. They include guidance on the effective use of lesson materials for extended practice. For example, in Unidad 2, the materials feature an extension activity titled "Juego de encontrar las letras (¡A pescar!)." This activity encourages students to actively identify and match letters in a playful, hands-on format, helping to reinforce letter recognition through an engaging small-group game.

In grade 1, the materials include guidance on the effective use of lesson materials for extended practice. For example, a family letter in English and Spanish, "Conexiones con el hogar" is found in the "Home–School Letters and Activities" section. The letter explains to families what students will be learning and focusing on. It provides activities to help reinforce classroom learning at home. The letter lists the skill focus for each of the three weeks and mentions a book students will take home to read with their families. It also includes an activity calendar with page numbers and a game families can play together.



## 2. Progress Monitoring

Materials support educators in effective implementation through frequent, strategic opportunities to monitor and respond to student progress.

### 2.1 Instructional Assessments

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE |
|----------|--------------------------------|-----------|
| 2.1a     | All criteria for guidance met. | 9/9       |
| 2.1b     | All criteria for guidance met. | 2/2       |
| 2.1c     | All criteria for guidance met. | 2/2       |
| 2.1d     | All criteria for guidance met. | 6/6       |
| 2.1e     | All criteria for guidance met. | 2/2       |
| —        | <b>TOTAL</b>                   | 21/21     |

#### **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.**

In grade 1, the materials include a variety of instructional assessments at both the unit and lesson levels that vary in task types and question formats. These include diagnostic, formative, and summative assessments designed to monitor student learning and guide instruction across the academic year.

Diagnostic assessments appear throughout the program at key intervals—Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY)—to identify students' foundational literacy skills. For example, the Plan para la evaluación de la conciencia fonológica outlines tasks such as Identificar el número de palabras, Reconocer la rima, Combinar sílabas para formar palabras, Segmentar palabras en sílabas, Combinar fonemas para formar sílabas, and Sustituir sonidos iniciales. These assessments are provided in the "Recurso de evaluación y diagnóstico" and are aligned with SLAR TEKS. Additionally, the tool Diagnóstico: 248 palabras de uso frecuente offers timed assessments of high-frequency word recognition to monitor decoding development.

Formative assessments are embedded at the lesson level to capture student understanding in real time. The Formulario de observación del estudiante guides teachers in collecting anecdotal evidence while students are engaged in instructional activities. Additional formative tools include sorting word cards by initial sound and using articulation cards (e.g., *sello*) to assess auditory discrimination. Questions such as "¿Escuchan el mismo sonido al comienzo de cada palabra (mano, lago, mesa)?" provide quick check-ins on phonological awareness.

Summative assessments are consistently offered at the end of instructional units. The Sistema de recursos para maestros includes cumulative assessments that assess mastery of skills taught within the unit. For example, in Unidad 2, Semana 3, students read decodable word lists targeting taught syllables to

assess fluency and accuracy. Assessments also include a Rutina de ortografía in which students repeat, use, and write target words; Fluidez acumulativa measured through a registro de fluidez; and Dictado, where students transcribe spoken sentences. Some assessments include open-ended questions such as: "¿Cuál es la sílaba tónica? ¿En cuál sílaba ponemos más fuerza cuando la pronunciamos?" to support deeper phonological understanding.

This wide range of assessment types and formats ensures that educators can diagnose early literacy skills, formatively check student progress, and summatively measure mastery—all aligned with the SLAR TEKS.

## **2.1b – Materials include the definition and intended purpose for the types of instructional assessments included.**

In grade 1, the materials clearly define and describe the intended purpose of instructional assessments used throughout the school year. These assessments are categorized into three types: diagnostic, formative, and summative. Each assessment type serves a specific function and is outlined in teacher-facing resources to support effective implementation.

Diagnostic assessments within the materials are used to identify students' prior knowledge and foundational literacy skills at critical instructional points, such as the beginning of the year or unit. These assessments help determine which students require targeted support early in the learning process. For example, the "Recurso de evaluación y diagnóstico" explains that Evaluaciones de conciencia fonológica, adapted by Wiley Blevins, are designed to screen for phonological awareness needs. The one-minute oral fluency assessment evaluates reading rate and comprehension using brief grade-level texts, while the Diagnóstico de palabras de uso frecuente uses high-frequency word lists (100 and 248 words) to gauge students' word recognition skills.

In the materials, formative assessments include the intended purpose. For example, they function as real-time checkpoints that guide instructional decisions and monitor ongoing progress toward skill mastery. In Unidad 2, Semana 1, for example, teachers use picture cards to conduct oral sound-sorting tasks that assess students' ability to distinguish initial consonant sounds in words such as mano and mesa.

The grade 1 materials include summative assessments that are administered weekly and at the end of instructional units to evaluate mastery of recently taught content. The purpose of these assessments is to provide cumulative evidence of student learning and inform data-driven instructional planning. For instance, Evaluaciones acumulativas outlined in Vistazo al programa assess weekly phonics elements and previously introduced skills from the past four to six weeks. Additionally, the Pruebas integrales de fonética y ortografía, developed by Silvia Reyes, assess decoding and spelling through word reading and dictation tasks. These evaluations help teachers adjust pacing and tailor small-group instruction to meet student needs.

## **2.1c – Materials include teacher guidance to ensure consistent and accurate administration of instructional assessments.**

In grade 1, the materials include teacher guidance to ensure consistent administration of instructional assessments. The *Guía del maestro* and "Recurso de evaluación y diagnóstico" provide standardized procedures that include step-by-step directions for each activity, such as how to introduce the task, model the skill, and use sound or picture cards. Teachers are supported with example scripts, such as "Hoy vamos a jugar un juego de sonidos. Te voy a mostrar unas imágenes y tú vas a decir qué palabra forman las sílabas que escuchas."

The materials include teacher guidance to ensure the accurate administration of assessments. In the "Sistemas de recursos para maestros," each lesson from units 1 to 10 identifies a specific phonics and word study focus. The materials assess palabras de fluidez using word lists that directly reflect the weekly instructional focus. Additionally, under the "Evaluaciones" tab, procedures such as Rutina de ortografía, Reconocimiento de sonidos y ortografía, and Procedimiento para evaluar la fluidez are clearly defined.

In grade 1, the materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. In "Recurso de evaluación y diagnóstico," the assessment titled Diagnóstico: 75 palabras de uso frecuente de la lista de 248 includes specific administration instructions such as, "En la hoja del estudiante, pídale que coloque un dedo en la primera palabra y que luego lea en orden las palabras de cada fila, diciéndolas lo más rápido posible. Cuente como incorrecta cualquier palabra que se salte. Marque las veces que duda o se autocorrige." These instructions guide teachers step-by-step through the assessment process to support reliable scoring and consistent application across classrooms.

## **2.1d – Diagnostic, formative, and summative assessments are aligned to the TEKS and objectives of the course, unit, or lesson.**

In grade 1, the "Recurso de evaluación y diagnóstico" includes diagnostic tasks aligned with SLAR TEKS, particularly those addressing phonological awareness (TEKS 1.2A) and phonics (TEKS 1.2B). For example, in Unidad 2, Semana 1, students complete a beginning-of-unit task requiring them to identify and sort words by their initial consonant sounds, *m*, *l*, *p*. This activity directly aligns with TEKS 1.2Bi, "identify the sounds represented by the letters."

The materials include formative assessments that are aligned and designed to monitor progress toward mastery of SLAR TEKS. In Unidad 2, Semana 2, students use picture cards to blend syllables orally, such as *ma* + *no* = *mano*, aligned with TEKS 1.2Bii, "combine syllables to form words."

The grade 1 materials provide summative assessments at the end of each unit that measure decoding, dictation, and word reading and reflect multiple TEKS, including TEKS 1.2Biii and 1.2C. For example,

students complete a written dictation and decoding list involving CV syllables, including *me*, *mi*, and *lo*, aligned to grade 1 TEKS.

In grade 1, the materials provide clear alignment between diagnostic, formative, and summative assessments and the TEKS and unit objectives. For example, the "Correlación a los estándares TEKS" outlines direct connections between assessments and targeted standards. In Unidad 5, Semana 1, students engage in the Rutina de ortografía assessment, which targets TEKS 1.2C(ii): Reconocimiento de sonidos y ortografía. In this task, students repeat a given word, break it into syllables, use it in a sentence, and write it, thereby demonstrating mastery of weekly phonics and spelling objectives.

In grade 1, summative assessments across units are consistently aligned to course-level TEKS. For example, the Correlación a los estándares TEKS resource organizes Evaluaciones acumulativas by week and standard, such as TEKS 1.2C.ii and 1.2F for Unidad 2 and TEKS 1.2A.v, 1.2B.ii, 1.2B.iv, and 1.2B.vi for Unidad 9. This alignment ensures that the assessments reflect the instructional focus of each unit and measure student proficiency in foundational literacy skills aligned to the TEKS.

## **2.1e – Instructional assessments include TEKS-aligned items at varying levels of complexity.**

The materials include instructional assessments with TEKS-aligned items at multiple levels of complexity to support literacy development. For example, the "Recurso de evaluación y diagnóstico" includes tasks that progress in difficulty, such as Identificar el número de palabras (Remembering), Reconocer la rima (Understanding), and Combinar sílabas para formar palabras (Applying). Instructional assessments within the materials demonstrate at least three levels of cognitive demand aligned with Bloom's taxonomy.

In grade 1, the *Benchmark Fonética* materials provide assessment items that reflect a developmental progression across complexity levels. Level 1 tasks focus on phonemic awareness and sound recognition, such as sorting initial sounds, such as /m/, /p/, and /l/. Level 2 tasks involve phonics and syllabic work, such as reading decodable syllables and words such as *ma*, *me*, *mi*. The materials also include a Level 3 task that asks students to analyze word stress by answering, "¿Cuál es la sílaba tónica? ¿En cuál sílaba ponemos más fuerza cuando la pronunciamos?"

The grade 1 materials are constructed with a clear progression of complexity in TEKS-aligned phonics tasks. The Prueba integral de fonética begins with vowel and open syllables (*sílabas vocálicas y abiertas*), advances to closed syllables and diphthongs (*sílabas cerradas y diptongos*), moves to blended syllables and diphthongs (*sílabas trabadas y diptongos*), and culminates with multisyllabic combinations. This structured sequence ensures students are assessed at increasingly demanding levels of phonemic and phonics application.

## 2.2 Data Analysis and Progress Monitoring

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE |
|----------|--------------------------------|-----------|
| 2.2a     | All criteria for guidance met. | 2/2       |
| 2.2b     | All criteria for guidance met. | 1/1       |
| 2.2c     | All criteria for guidance met. | 2/2       |
| —        | TOTAL                          | 5/5       |

### 2.2a – Instructional assessments and scoring information provide guidance for interpreting student performance.

In grade 1, the materials provide detailed guidance for interpreting student performance through scoring rubrics embedded in fluency assessments. For example, the "Recurso de evaluación y diagnóstico: Evaluación de fluidez oral de un minuto" includes the Grado 1 Fonética: Ficción (Formulario del maestro) and No Ficción (Formulario del maestro), which contain a Rúbrica de fluidez en la lectura oral. This rubric directs teachers to score students on a 1–4 scale in the following dimensions: Fraseo y fluidez, Entonación, and Comprensión. The fiction version presents the scoring guidance as follows, "Clave para el puntaje de la rúbrica: 1–2: El estudiante no ha alcanzado un nivel adecuado de fluidez con respecto al nivel del pasaje. 3: La fluidez se está perfeccionando con respecto al nivel del pasaje. 4: Se ha alcanzado una lectura fluida con respecto al nivel en el que está escrito el pasaje." The nonfiction version mirrors this with slight wording variation. These descriptors offer consistent performance-level indicators that support teachers in analyzing reading fluency and assigning differentiated instructional support based on student needs.

The materials include structured assessment tools and tiered scoring rubrics that provide guidance for interpreting student performance in phonological awareness. Each skill, such as Identificar el número de palabras, Reconocer la rima, and Combinar sílabas para formar palabras, is assessed using a standardized format detailed in the "Recurso de evaluación y diagnóstico." Student performance is categorized into three levels: "0–6 correct: Needs intensive instruction and practice," "7–8 correct: Needs continued practice to progress," and "9–10 correct: Has sufficiently developed the skill." For example, in Unidad 2, Semana 3, Día 1, students are asked to orally blend syllables (e.g., /bo/ + /ta/ = *bota*, /da/ + /do/ = *dado*). After completing the activity, teachers use the rubric to determine readiness for enrichment or the need for targeted intervention.

In grade 1, assessment tools and scoring protocols within the "Recurso de evaluación y diagnóstico" provide structured support for interpreting student performance. For instance, the Evaluación de fluidez oral de un minuto measures the number of words read correctly per minute and evaluates additional dimensions such as accuracy, expression, tone, and comprehension. A performance graph displays correct and incorrect responses, categorizing students into three groups: those requiring intensive instruction, those needing continued practice, and those demonstrating sufficient skill development. The

benchmark chart, based on J. Ramírez and Larrea-García's 50th percentile norms, supports grade-level comparison and instructional decisions.

## **2.2b – Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments.**

In grade 1, the materials include guidance for responding to student performance trends on phonics assessments. In the "Recurso de evaluación y diagnóstico," the section Determinar el nivel de apoyo adicional outlines instructional actions based on student scores. For example, for the skill Sílabas vocálicas y sílabas abiertas, students scoring 7–8 are directed to review Prueba integral de ortografía (Sección A). If they score three or fewer correct responses, targeted instruction begins. A score of 0–6 results in immediate instruction in the skill.

In grade 1, the materials provide embedded instructional guidance directly aligned to assessment data for phonological awareness. The "Recurso de evaluación y diagnóstico" uses a tiered performance system; 0–6 correct indicates the need for intensive instruction, 7–8 correct signals additional practice, and 9–10 correct reflects skill mastery. For instance, in Unidad 4, Semana 2, Día 1, the instructional focus is blending syllables to form CV syllables and words. The teacher models combining *c* with vowels and states, "Vamos a combinar la letra *c* con las vocales *a*, *o*, *u* para formar sílabas," followed by guided practice: *ca*, *co*, *cu*. This lesson continues with *qu* + *e/i* and culminates in word formation, such as *ca-ma*, *cama*. Based on assessment results, students engage in additional targeted practice during small-group time.

In grade 1, the materials incorporate systems that support targeted instruction based on student assessment data. Within the "Sistema de recurso para maestros," the "Evaluaciones acumulativas" section provides summative data by unit, such as Unidad 2. The accompanying Siguiendo los pasos tool directs teachers to identify unmastered skills, form skill-based small groups, and reteach using components like dictation, word formation, and decodable texts.

## **2.2c – Materials include tools for teachers to track student progress and growth, and tools for students to track their own progress and growth.**

In grade 1, the materials include dedicated tools that support both teachers and students in tracking progress in foundational reading skills. The "Recurso de evaluación y diagnóstico" features the Formulario de observación del estudiante, which guides teachers to observe students reading aloud and document behaviors using indicators such as self-correction and syllable blending. Teachers are guided to, "Observe a los estudiantes mientras leen en voz alta... Anote sus observaciones en la sección de Notas generales." Observations are scored using a three-point rubric: "1 = no observado, 2 = en desarrollo, 3 = observado." For students, the same resource includes Hojas de reflexión trimestral to encourage self-monitoring. These differentiated reflection sheets support students in grades 1–3 as they document their learning and track growth across quarters.

The materials provide data tools for teachers to track student growth and progress. In the Evaluación de conciencia fonológica, the Registro de la clase tab offers an editable tracking chart for teachers to document assessment results by skill area. A similar format appears in the Registro de palabras de uso frecuente, enabling consistent documentation across reading components.

Materials include student tracking tools to monitor their own progress and growth. For example, visual progress tools are embedded in the "Herramientas de supervisión del progreso para los estudiantes" section. For instance, a 100-word high-frequency word chart allows students to visualize personal progress by coloring bar graphs as they learn new words.

### 3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

#### 3.1 Differentiation and Scaffolds

Guidance marked with a (T) refers to teacher-facing components. Guidance with an (S) refers to student-facing components.

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE |
|----------|--------------------------------|-----------|
| 3.1a     | All criteria for guidance met. | 3/3       |
| 3.1b     | All criteria for guidance met. | 2/2       |
| 3.1c     | All criteria for guidance met. | 2/2       |
| —        | TOTAL                          | 7/7       |

##### 3.1a – Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

In grade 1, the materials include teacher guidance for differentiated instruction, activities, and scaffolded lessons for students who have not yet reached proficiency on grade-level content and skills. For example, in Unidad 3, Lecciones de fonética, Semana 1, Día 1, the section "Práctica independiente y grupos pequeños" provides guidance for students not performing at grade level: "Para los estudiantes que no cumplan con las expectativas del grado, utilice las pruebas de conciencia fonológica, fonética y ortografía del programa para obtener datos de las fortalezas de sus estudiantes y de las destrezas que necesitan aprender. Basado en los resultados, decida el enfoque de los grupos pequeños." Small group options include using high-frequency word cards and letter cards to form words, viewing instructional videos such as "Canción de la B" and "Canción de la V," and rereading decodable texts from the previous week.

In grade 1, the materials include teacher guidance for differentiated instruction and scaffolded routines that support students needing additional phonological awareness practice. For example, in Actividades diferenciadas de conciencia fonológica, the "Rutina de separar en sílabas" teaches students to break words into syllables using visual aids, physical cues like tapping or clapping, and verbal repetition. In the word *copa*, the teacher models separating it into /ko/ and /pa/, reinforcing the concept with gestures. Similarly, in Rutina de aislar sonidos iniciales, teachers model isolating initial sounds, such as emphasizing the /b/ sound in *bate* and guiding students to identify the /n/ sound in *nube*.

In grade 1, the materials guide scaffolded instruction through multisensory activities designed to reinforce early phonics skills. For example, in Unidad 3, Semana 2, the lesson "Leer, formar, escribir" uses Tarjetas de letras to build words before transitioning to independent writing. In Unidad 1, Semana 3,



teachers guide students in decoding syllables such as *te*, *lu*, *ti*, and *lo* through oral repetition and modeling, supporting sound-symbol relationships in early reading development.

### **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)**

In grade 1, the materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text. For example, Unidad 4, Lecciones de fonética, Semana 1, Día 1, guides teachers to introduce key vocabulary before reading the text "Un recuerdo de verano" using a word bank that includes *ciempiés*, *gemelos*, *girasol*, *luciérnagas*, *gema*, and *arcoíris*. During and after reading, teachers facilitate comprehension with structured discussion prompts such as, "Pida a los compañeros que expliquen lo que saben sobre los personajes del poema. Pídales que digan si son personajes realistas o de fantasía." In Unidad 5, the materials pre-teach words like *cocina*, *veterinario*, *radiografía*, *ciruelas*, *zapatero*, and *zuecos* before reading "La vida moderna" and doing partner discussions of text references.

The lesson in Unidad 1, Semana 1, Día 1 incorporates pre-teaching and supports for unfamiliar vocabulary and references in text. For example, in Unidad 1, Semana 1, Día 1, the teacher presents the poem "Regalo de la tierra" and activates prior knowledge about the plant life cycle. Key academic terms such as *agua* and *semilla* are explicitly taught through direct instruction, visual aids, repetition, and contextual explanations. These words are added to a vocabulary chart, Mis palabras de lectura y escritura, which serves as an ongoing reference for speaking and writing tasks.

In the "Sistema de recursos para maestros," Unidad 7, Semana 2, Día 1, the materials provide pre-teaching and embedded supports to help students grasp unfamiliar vocabulary and references in text. For example, in the "Sistema de recursos para maestros," Unidad 7, Semana 2, Día 1, the lesson introduces the word *futuro* through modeling pronunciation and providing a student-friendly definition before adding it to a cumulative chart, Mis palabras de lectura y escritura. Students revisit related vocabulary such as *recuerdo* and *siempre*, connecting them to the poem's theme. In Unidad 4, teachers highlight key words and phrases like *juega* and *tiempo atrás* and guide students to repeat and discuss their meanings in context. Structured partner discussions allow students to share their understanding of the poem's characters and determine whether they are realistic or fantasy-based.

### **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.**

In grade 1, the materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. For example, in Unidad 1, the Recurso de fonética para estudiantes avanzados provides guidance for advanced activities such as Combinar y sustituir sílabas during whole-class lessons and small-group practice where students form three to five words using accelerated phonics skills. In Semana 3, Día 5, the

materials guide the teacher to highlight one or two student-written sentences and support students in improving them by adding descriptive details, selecting precise verbs, or combining sentences.

The Recurso de fonética para estudiantes avanzados includes teacher guidance for differentiated instruction, enrichment, and extension activities to support students proficient in grade-level skills. For example, in the Recurso de fonética para estudiantes avanzados, a 30-week phonics plan supports advanced learners through enriched vocabulary and writing tasks. On Día 1, students expand their sentence construction skills by writing original sentences with high-frequency words. Throughout the week, small-group and independent practice includes decodable texts targeting advanced phonics concepts and writing activities that extend learning, such as combining sentences and selecting precise vocabulary.

Within the "Sistema de recursos para maestros," Unidad 6, Semana 1, the materials provide targeted guidance for differentiation, enrichment, and extension activities for advanced learners. For example, the "Sistema de recursos para maestros," Unidad 6, Semana 1, provides teachers with an Actividad avanzada where students write words containing ñ and k as an extension of phonics instruction. The Recurso de fonética para estudiantes avanzados offers a 30-week plan that incorporates syllable formation, high-frequency word writing, and reading of decodable texts designed to deepen phonics knowledge. These enrichment activities extend learning and provide targeted support for students ready to move beyond grade-level expectations.

## 3.2 Instructional Methods

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE |
|----------|--------------------------------|-----------|
| 3.2a     | All criteria for guidance met. | 4/4       |
| 3.2b     | All criteria for guidance met. | 2/2       |
| 3.2c     | All criteria for guidance met. | 3/3       |
| —        | <b>TOTAL</b>                   | 9/9       |

### 3.2a – Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.

In grade 1, the materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concepts to be learned. For example, in Unidad 3, Semana 3, Día 3, teachers are prompted to model decoding with, "Escuchen esta sílaba: güe. ¿Qué sonidos forman esta sílaba? (/g/ /u/ /e/) Correcto." Teachers are further guided to segment words into syllables and phonemes using the example, "Escuchen esta palabra: güin. ¿Qué sonidos la forman? (/g/ /u/ /i/ /n/) Correcto." Visual supports such as an arco de sílabas and fichas help make the process concrete. Additional guidance prompts teachers to connect to prior learning by recalling high-frequency words and reinforcing previously taught decoding strategies.

In Unidad 3, Semana 1, Día 1, the materials provide explicit prompts and guidance to help teachers model and explain key concepts effectively. For example, in Unidad 3, Semana 1, Día 1, the teacher reads the poem "El parque, nuestro parque" aloud fluently while pointing to each word to model phrasing and print awareness. Teachers are instructed, "Lea el poema en voz alta de manera fluida y expresiva. Señale las palabras mientras lee." During the second reading, students join in with repeated lines and are prompted to circle words such as *parque*, *limpia*, and *basurita* while saying them aloud. The teacher explains their meanings in accessible language to support vocabulary comprehension and help students connect to the text.

The "Sistema de recursos para maestros," Unidad 7, Semana 1, Día 2, offers explicit prompts and support for teachers to model and explain concepts to students. For example, in the "Sistema de recursos para maestros," Unidad 7, Semana 1, Día 2, teachers model syllable segmentation and stressed syllable identification using example words such as *heno* and *China*. The guidance instructs teachers to clap for each syllable and emphasize the stressed syllable, helping students internalize the concept. Follow-up practice allows students to apply the skill with words like *cosecha* and *machete*. Additional resources in the Banco de juegos provide small-group, sequential activities with clear steps for presenting syllables, responding to student answers, and reinforcing learning with guided repetition and verbal feedback.

### **3.2b – Materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches.**

In grade 1, the materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. For example, in Unidad 2, Semana 2, teachers are provided with explicit guidance for direct instruction: "Vamos a combinar las sílabas y leer la palabra: fo-sa, fosa. ¿Cuántas sílabas hay en fosa? (dos) ¿Cuáles son? (fo-sa)." Teachers are also guided to facilitate decodable text instruction: "Pida a los estudiantes que pasen a la página 18 de Mi lectura y escritura. Guíalos en una lectura de Ven acá, amigo. Lea el título. Pídales que lean el texto en voz baja mientras usted pasea por el salón de clase para escuchar la lectura." For small-group instruction with manipulatives, teachers use letter cards to form and substitute syllables in words such as *fama*, *faja*, and *fija*, providing multisensory support and reinforcing phonics skills.

In Unidad 5, Semana 1, Día 3, the materials provide teacher guidance and recommendations for facilitating lessons using varied instructional approaches. For example, in Unidad 5, Semana 1, Día 3, during Hablar para escribir, students discuss images in pairs, identify details, and share their planned drawings and writing. The teacher supports students by connecting to prior knowledge and modeling skills as needed. Independent and partner practice includes using syllable cards to form words and applying learned skills in writing.

Semana 1 includes recommendations and supports for effective lesson delivery through multiple instructional strategies. For example, in the "Sistema de recursos para maestros," Unidad 1, Semana 1, the lesson Demostrar y Practicar guides teachers to demonstrate syllable segmentation and phoneme isolation using arcos de sílabas and markers as visual supports. Additionally, the Banco de juegos offers a variety of play-based activities to reinforce phonics and decoding skills. These resources combine direct modeling, guided practice, and hands-on learning.

### **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.**

In grade 1, the materials support multiple types of practice and include guidance for teachers and recommended structures to support effective implementation. For example, Unidad 3 guides teachers to provide students with opportunities for guided, collaborative, and independent practice. During phonological awareness lessons, students identify initial syllables and sounds, discuss words with shared phonemes, and revisit key concepts using "Canción de la B" and "Canción de la V," as well as decodable texts. The materials also recommend purposeful groupings, such as whole-group modeling, small-group instruction for targeted support, and individual practice with writing sentences or rereading familiar texts from *Mi lectura y escritura* to build fluency.

In Unidad 7, Semana 1, the materials offer support for multiple types of practice and provide teachers with structured guidance for effective lesson implementation. For example, in Unidad 7, Semana 1, during guided practice, teachers assist students in manipulating syllables in words such as *chico*, *checo*, and *cheque* to deepen phonemic awareness. While the teacher works with small groups, other students engage in independent or collaborative activities such as rereading decodable texts, writing sentences with high-frequency words, or watching "Canción de la H" and "Canción de la Ch." These routines promote structured engagement across whole-group, small-group, and independent settings.

The "Sistema de recursos para maestros," Unidad 4, emphasizes varied practice opportunities and includes recommendations to guide teachers in supporting students across instructional settings. For example, in the "Sistema de recursos para maestros," Unidad 4, teachers provide decoding practice during small-group lessons and support students with corrective feedback. Independent and partner activities include rereading decodable texts, building high-frequency words with letter cards, drawing scenes to reinforce comprehension, and practicing handwriting. These routines allow for differentiated support and effective use of instructional time across whole-group, small-group, and independent contexts.

### 3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE |
|----------|--------------------------------|-----------|
| 3.3a     | All criteria for guidance met. | 1/1       |
| 3.3b     | All criteria for guidance met. | 8/8       |
| 3.3c     | All criteria for guidance met. | 1/1       |
| —        | <b>TOTAL</b>                   | 10/10     |

#### 3.3a – Materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs.

In grade one, the materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. For example, in "Recursos adicionales"/"Guía de implementación en el salón bilingüe y programas de doble inmersión," Unidad 1, Semana 1, instruction focuses on the English short vowel *a*, which does not have an equivalent sound in Spanish. Teachers are supported with tools such as the Sound-Spelling Card for short *a*, language transfer support, and contrastive analysis to address this challenge. To build on students' prior knowledge, teachers are prompted to say, "You have learned about the vowel *Aa* in Spanish. Today, you will learn about the short vowel *a* in English. The short vowel *a* makes the /ă/ sound. The short vowel *a* makes a different sound than the Spanish *Aa*." The guidance notes that multilingual learners may need additional support to produce the English /ă/ sound accurately.

The Sistema de recursos para maestros provides implementation guidance to help teachers effectively support students in bilingual/ESL programs. For example, in the Sistema de Recursos para Maestros, Unidad 7, Semana 2, Día 1, under "Destreza de enfoque: monosílabos y acentuación: Conciencia fonológica: aislar sonidos iniciales y finales en palabras CVC," the materials include a section that advises teachers to use images, drawings, objects, gestures, or actions to support students' understanding of vocabulary during phonological awareness activities. This strategy is recommended for all phonological awareness activities throughout the week and provides practical guidance for supporting English learners in bilingual settings.

In Unidad 3, the materials offer practical strategies and implementation guidance for connecting phonics knowledge across languages in bilingual and dual immersion settings. For example, in Unidad 3, Sistema de recursos para maestros (Grado 1), "Recursos adicionales," "Guía de implementación en el salón bilingüe y programas de doble inmersión," Semana 1, the materials guide teachers to connect phonics

knowledge across languages: "Si usa Benchmark Phonics o si la destreza ya fue enseñada en el otro idioma, conecte con el conocimiento de inglés y comience la instrucción diciendo: Ustedes ya aprendieron estas letras en inglés. La letra Bb hace el sonido /b/ en ambos idiomas, pero la letra Vv hace el sonido /b/ en español y /v/ en inglés. Ahora vamos a repasarlas en español para poder leer y escribir sílabas y palabras que las contengan."

**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.**

In grade 1, the materials include embedded guidance for teachers to support emergent bilingual (EB) students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse. For example, in Multilingual Learners Resource/Vocabulary and Concept Development, one such strategy is the use of picture-word cards alongside structured partner conversations in both English and Spanish, such as "How do you say \_\_\_ in Spanish?" and "¿Cómo se dice \_\_\_ en inglés?" By using common items like *sun/sol*, *cat/gato*, or *leaf/hoja*, students practice naming and connecting meaning in both languages. This type of structured partner talk promotes academic vocabulary and comprehension through oral discourse, while later writing activities deepen vocabulary and comprehension through written discourse and reinforce students' understanding of how English and Spanish relate.

The Teacher Resources section provides embedded guidance to help teachers support EB students in building academic vocabulary and comprehension through oral and written discourse. For example, under "Teacher Resources," under "Multilingual Learners Resources," in *Rutina: Leer un cuento en voz alta*, the materials include a read-aloud routine that guides teachers to preview the book to activate prior knowledge and introduce vocabulary, read the story with guided questions and prompts that connect illustrations and text, and discuss the story using sentence frames and sequencing language to retell events. Teachers are encouraged to foster student interaction, use students' home languages strategically, and provide opportunities for oral expression and reflection.

The materials offer strategies to strengthen cross-linguistic connections and support multilingual learners in developing academic vocabulary and background knowledge. For example, in *Benchmark Phonics/Fonética: Routines and Strategies for Supporting ML*, *Primary Language Support Strategies*, the materials provide guidance on Preview-Review: "Researchers have found preview-review to be one of the most effective forms of primary language support. Key lesson content is previewed before a whole-class lesson to activate prior knowledge, build on background, and preview key vocabulary. Then, the lesson is conducted by the teacher in the target language, followed by a small-group review by the teacher, assistant, or volunteer to reinforce key vocabulary and concepts learned." This strategy helps teachers

create opportunities for cross-linguistic transfer that support comprehension and metalinguistic awareness in bilingual instructional settings.

### **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.**

In grade 1, the materials include support for dual language immersion (DLI) programs and include resources that outline opportunities to address metalinguistic transfer from English to the partner language. For example, in the Sistema de Recursos para Maestros, under Unidad 6, Semana 2, Día 3, in Transferencia de sonido y articulación entre español e inglés, the materials explain that the /w/ sound represented by the letter *w* transfers to English because it is a sound Spanish has "borrowed" from other languages. The /ks/ sound represented by the letter *x* also transfers to English, as does the /s/ sound when *x* appears at the beginning of a word. In contrast, the /j/ sound made by the letter *x*, as in México, does not transfer. This section is designed for DLI programs and supports bilingual phonological development by explicitly highlighting transferable and non-transferable sounds.

In grade 1, the materials are designed for dual language immersion programs and include resources that outline opportunities to address metalinguistic transfer from English to the partner language. For example, in Benchmark Phonics/Fonética: Routines and Strategies for Supporting ML, Making Cross-Linguistic Connections, the following guidance is provided: "An important premise of language education is that of cross-language transfer, in which content that is learned through one language is also available in the other languages spoken by the learner." The materials also provide guidance on bridging: "These opportunities are strategically planned in advance to further instructional objectives and are tailored to the needs of students. Beeman and Urow (2013) define the Bridge as the instructional moment when teachers purposefully bring the two languages together strategically."

In grade 1, the materials include intentional resources and embedded teacher guidance that support metalinguistic transfer from English to Spanish and vice versa, as required in dual language immersion instruction. For example, in "Recursos adicionales," the lesson guides teachers to make cross-linguistic connections when a phonics skill has already been introduced in the other language: "Ustedes ya aprendieron estas letras en kínder. En ambos idiomas, la letra M hace el sonido /m/, y la letra P hace el sonido /p/. Ahora vamos a repasarlas en español para poder leer y escribir sílabas y palabras que las contengan." In English phonics lessons, the guidance supports the reverse direction: "You have learned about the vowel *li* in Spanish. Today you will learn about the short vowel *i* in English. The short vowel *i* makes the /ɪ/ sound. The short vowel *i* makes a different sound than the Spanish *li*. Today, we will look at and practice the English short vowel *i* so you can read and write it."



## 4. Phonics Rule Compliance

Materials comply with state requirements for explicit (direct) and systematic phonics instruction.

### 4.1 Explicit (Direct) and Systematic Phonics Instruction

19 TAC §74.2001(b)(1)(C) / Texas Reading Academies: Module 2E – The Science of Reading

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE  |
|----------|--------------------------------|------------|
| 4.1a     | All criteria for guidance met. | 2/2        |
| 4.1b     | All criteria for guidance met. | 4/4        |
| —        | <b>TOTAL</b>                   | <b>6/6</b> |

#### 4.1a – Materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills.

In grade 1, the materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills. The *Secuencia de enseñanza* provides a yearlong roadmap that moves from identifying initial and final sounds in Unidad 1, Día 1, to isolating medial sounds in CVC words by Unidad 10, Semana 3. Lessons guide teachers through an instructional routine—introducing a new sound, connecting it with vowels, combining and manipulating syllables, and applying the skill in context. For example, early lessons focus on identifying initial syllables in words like *oso* and *aro* and final sounds in *dama* and *menú*.

Each lesson in grade 1 builds on prior phonics learning and incorporates teacher modeling, guided practice, and independent application opportunities. For instance, in Unidad 2, Semana 1, students combine the consonant *f* with vowels to form syllables like *fa*, *fe*, *fi*, *fo*, *fu*, and the teacher reinforces that *f* corresponds to the /f/ sound. Earlier, in Unidad 1, Semana 2, students decode open syllables such as *me*, *la*, and *po*, progressing later to blends (*pluma*, *blusa*) and closed syllables (*sol*, *pan*) in subsequent units.

The *Lecciones de Fonética* in the *Sistema de Recursos para Maestro* provide systematic and sequenced guidance for teaching foundational phonics skills with multisensory strategies. For example, in Unidad 1, Semana 2, the lesson on palabras con Mm, Pp begins with explicit modeling of /m/ and /p/ using articulation videos and sound cards. Students observe and replicate articulation using mirrors, then segment words like *mano* and *pelota* to identify initial syllables. Instruction progresses to syllable blending and substitution tasks with vocabulary such as *masa*, *mesa*, and *piña*.

#### **4.1b – Materials include explicit (direct) and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts.**

In grade 1, the materials include explicit and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills in isolation and through decodable texts. For example, in Unidad 2, Semana 2, students receive instruction on the digraph *ll*, practicing its pronunciation through sound-symbol mapping with words such as *llave*, *llama*, and *lluvia*. Activities include matching pictures to words, guided syllable blending (e.g., *lla*, *lle*, *lli*), and teacher modeling followed by student repetition. The lesson culminates in reading decodable texts featuring these target phonemes, such as *lluvia*, *calle*, and *camello*. These texts mirror the phonics patterns introduced during instruction, and students engage in choral and echo reading to reinforce the phoneme-grapheme connections in context.

In grade 1, the materials include explicit and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills in isolation and through decodable texts. In Unidad 2, Semana 2, Día 2, students isolate syllables using Elkonin boxes as part of structured dictation and sound-mapping routines. The teacher script prompts students to clap syllables, identify sounds in *foso*, and place *f* and *o* in individual sound boxes. Additional practice includes decoding and encoding with words like *faro*, *dedo*, *tofu*, and *pude*. The materials also include the decodable text "Ven acá, amigo," which supports application of the target syllables. Teachers model blending strategies and high-frequency word recognition before prompting students to reread.

In grade 1, the materials include explicit and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills in isolation and through decodable texts. In Unidad 5, Semana 2, Día 2, the lesson focuses on palabras con *Yy*, *Ll ll* and provides structured articulation practice for /r/ and /rr/ using articulation videos, sound cards, and mirrors. Students pronounce words like *ramo*, *perro*, and *pero*, segment syllables, and compare phonemes. This instruction is reinforced with decodable texts, such as "Mi amiga Gali," which contains words like *perro*, *rojo*, and *Gabi*. Additional resources, including Programa intensivo de conciencia fonológica, offer small group decodable texts for sustained phonics practice through reading.

## 4.2 Daily Instructional Sequence and Routines

19 TAC §74.2001(b)(1)(D) / Texas Reading Academies: Module 2E – The Science of Reading

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE  |
|----------|--------------------------------|------------|
| 4.2a     | All criteria for guidance met. | 1/1        |
| 4.2b     | All criteria for guidance met. | 3/3        |
| 4.2c     | All criteria for guidance met. | 4/4        |
| —        | <b>TOTAL</b>                   | <b>8/8</b> |

### 4.2a – Daily lessons include explicit (direct) phonics instruction with teacher modeling.

In grade 1, the teacher models daily phonics instruction. For example, in Unidad 4, Semana 1, a lesson on syllables with *bl* and *br* prompts the teacher to model how to pronounce and blend consonant clusters with vowels. The guide includes scripting such as: "Observen cómo uno el sonido /b/ con /l/: /bl/. Ahora lo combinaré con la vocal 'a': /bla/."

In grade 1, daily lessons include explicit (direct) phonics instruction with teacher modeling. In Unidad 3, Semana 1, the lesson focuses on the correspondence between the /b/ sound and the letters *Bb* and *Vv*. The teacher introduces words such as *bota* and *vaquero* using labeled image cards and emphasizes that both *b* and *v* can represent the same sound in Spanish. Modeling includes reading a rhyme aloud, showing letter-sound cards, and guiding students through writing the letters while watching the "Canción de la B" video by 123 Andrés. This sequence is repeated for *Vv*.

In grade 1, daily lessons include explicit phonics instruction with clear teacher modeling to support student understanding of sound-symbol relationships. For example, in Unidad 6, Semana 1, under "Palabras con Ññ," the teacher demonstrates the /ñ/ sound using articulation videos and cards to show mouth and tongue placement. The teacher models words like *ñu* and prompts students: "Voy a decir una palabra: ñu. Repítanla: ñu. ¿Qué sonido se escucha al principio de la palabra ñu? (/ñ/)." Students then identify and pronounce related words such as *uña* and *ñoqui*.

### 4.2b – Daily lessons include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback.

In grade 1, daily lessons include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback. For example, in Unidad 2, Semana 2, the teacher introduces the digraph *ll* using words such as *llave*, *lluvia*, and *camello*. During blending practice, if a student misreads *lluvia*, the teacher is prompted to correct in real time: "Escucha de nuevo: lla-ve. ¿Qué sonido escuchas al principio?" Teachers model the correct sound, reteach the grapheme, and then prompt the student to repeat.

In Unidad 4, Semana 1, the materials offer varied opportunities for students to develop phonics skills through partner work and independent practice. In Unidad 3, Semana 1, students engage in syllable substitution tasks using words like *boda* and *bola*. Teachers guide students in identifying syllables (*bo*, *da*) and forming new words by substituting one syllable at a time. When errors occur, teachers are prompted to model the correct blend and provide targeted examples: "Esta palabra tiene dos sílabas: bo-da. Si cambiamos da por la, tendremos bo-la."

The lesson in Unidad 7, Semana 1, Día 1, provides collaborative and independent activities to reinforce phonics learning across different skill levels. For example, in Unidad 5, Semana 1, Día 1, the lesson focuses on Correspondencia entre sonido y letra: /s/, including graphemes *Zz*, *ce*, and *ci*. Teachers model using image cards (*zumo*, *cereza*), explain how the /s/ sound can be spelled with *z* or *c*, and guide students through tracing and writing exercises. Scripts such as "¿Cuál es el nombre de esta letra? (z) ¿Cuál es su sonido? (/s/)" support precise modeling. Teachers provide immediate correction when students mispronounce or miswrite the sound. Additional practice with words like *zapallo* and *zorro* follows.

#### **4.2c – Daily lessons include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice.**

In grade 1, daily lessons include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice. For example, in Unidad 3, Semana 1, students engage in group activities like singing the "Canción de la B" and "Canción de la V," rereading decodable texts with partners, and reviewing letter-sound relationships together. During small-group instruction, teachers differentiate instruction using assessment data to provide targeted phonics support or acceleration. Independent tasks include writing sentences with high-frequency words, building words with syllables and letter cards, and viewing instructional videos.

In Unidad 4, Semana 1, the lessons emphasize phonics practice through partner activities, word-building tasks, and independent learning opportunities. For example, in Unidad 4, Semana 1, lessons provide partner reading, word-building with letter cards, and shared viewing of educational songs like "Canción de la J" and "Canción de ge, gi." Small group instruction is adjusted based on assessments, offering advanced materials to high-performing students and focused support for those needing reinforcement. Independently, students complete worksheets, reread decodable texts, and practice forming syllables and words using cards.

The materials in Unidad 7, Semana 1, Día 1, provide students with collaborative and independent phonics practice tailored to their skill levels. For example, in Unidad 7, Semana 1, Día 1, students form words like *higo* with letter cards and engage in guided word-building activities using syllables with *h* and *ch*. During small-group time, instruction is tailored to students' skill levels—advanced learners receive accelerated instruction, while others receive scaffolded support. Independent and partner tasks include rereading decodable texts, tracing syllables, writing sentences with high-frequency words, and watching vowel-focused videos.

## 4.3 Ongoing Practice Opportunities

19 TAC §74.2001(b)(1)(E) / Texas Reading Academies: Module 2E – The Science of Reading

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE  |
|----------|--------------------------------|------------|
| 4.3a     | All criteria for guidance met. | 2/2        |
| 4.3b     | All criteria for guidance met. | 1/1        |
| 4.3c     | All criteria for guidance met. | 1/1        |
| 4.3d     | All criteria for guidance met. | 2/2        |
| —        | <b>TOTAL</b>                   | <b>6/6</b> |

### 4.3a – Materials include intentional cumulative phonics review and practice activities throughout the curriculum.

In grade 1, the materials include intentional cumulative phonics review and practice activities throughout the curriculum. For example, in Unidad 10, Semana 1, Día 5, under "Repaso en espiral," students review syllables with consonant blends using words such as *prisa* and *ancla*. The teacher models syllable segmentation and blending (e.g., *pri* + *sa*), and students apply the strategy using syllable cards. Guided practice extends to similar words like *truco*, *crisis*, *blanco*, and *flequillo*, reinforcing decoding skills across complex consonant patterns.

In Unidad 5, Semana 1, Día 5, the materials provide cumulative phonics review activities that engage students in revisiting key syllables and sounds through hands-on tasks. For example, in Unidad 5, Semana 1, Día 5, students revisit previously taught syllables and sounds (e.g., *f*, *d*, *l*, *v*) through word-building tasks using syllable cards. Students decode and blend words like *fila*, *dilo*, and *luna*, while teachers reinforce phonics concepts such as single-vowel syllables. Additional review includes practicing with familiar words such as *uva*, *dedo*, and *foco*. Songs and repetition are used to support students who need additional support.

The lesson in Unidad 3, Semana 2, Día 5, focuses on reinforcing phonics skills and high-frequency words through structured review and application activities. For example, in Unidad 3, Semana 2, Día 5, under "Revisar y supervisar el progreso," students revisit high-frequency words such as *sus*, *gusta*, and *ver*, and reinforce letter-sound relationships for *Ff*, *Mm*, *Nn*, and *Pp*. Activities include decoding, spelling, and dictation tasks with words like *cosas*, *cuando*, *gusano*, and *águila*. Using letter cards and syllable charts, students apply previously learned phonics skills in new contexts.

### 4.3b – Practice opportunities include only phonics skills that have been explicitly taught.

In grade 1, practice opportunities include only phonics skills that have been explicitly taught. For example, in Unidad 7, Semana 1, students focus on the digraph *ch* and the letter *h*. After explicit instruction on the /ch/ sound using the word *chelo* and reinforcement through rhymes, letter tracing, and

the "Canción de la Ch" video, students apply their knowledge with words like *chaleco* and *cheque*. The silent *h* is also taught directly with examples like *hilo* and *hora*. Students identify, trace, and write only words aligned with taught phonics concepts.

In Unidad 8, Semana 1, the materials provide focused practice on CCV syllables, ensuring students work only with explicitly taught phonics patterns. For example, in Unidad 8, Semana 1, the lesson centers on CCV syllables such as *plu* and *blo*, introduced through words like *pluma* and *bloque*. The teacher models blending aloud, and students practice forming and reading additional words like *claro*, *flecha*, and *glotón* using matching syllable cards. Students work only with sound-spelling patterns that have been explicitly taught.

The lesson in Unidad 6, Semana 3, Día 1, emphasizes review of sound-letter correspondences through practice activities tied to previously taught phonics skills. For example, in Unidad 6, Semana 3, Día 1, students review sound-letter correspondences for previously taught letters, including *Cc*, *Kk*, *Rr*, *Yy*, *Zz*, *Ww*, *Ll*, *Ii*, and *Ññ*. Practice includes labeling image cards like *cereza*, tracing letters, and using sound cards from prior lessons. Students identify initial sounds and write matching letters in words like *zapote*, *walabí*, and *xilófono*, all reflecting explicitly taught phonics content.

#### **4.3c – Decodable texts incorporate cumulative practice of taught phonics skills.**

In grade 1, decodable texts incorporate cumulative practice of taught phonics skills. For example, in Unidad 2, Semana 2, Día 4, the decodable text "La caja de Fede" supports recognition of *Ff* and *Dd* in context. Students decode words like *arena*, *enfado*, and *ayuda* using the Leer, trazar, conectar routine. The text reinforces high-frequency and phonics-based vocabulary within authentic reading tasks, providing structured opportunities for decoding, oral reading, and comprehension.

In grade 1, decodable texts incorporate cumulative practice of taught phonics skills. For example, in Unidad 3, Semana 2, Día 2, the decodable story "Mi amiga Gali" focuses on the letter *Gg* (*ga*, *go*, *gu*, *gue*, *gui*) while also reinforcing prior syllable knowledge. The lesson objective includes syllable segmentation and identification of tonic syllables. Students read the story in multiple formats—silent reading, choral reading, and partner reading—to enhance fluency and decoding.

In grade 1, decodable texts incorporate cumulative practice of taught phonics skills. For example, in Unidad 4, Semana 1, students study syllables with blends like *bla*, *fle*, and *pla*. The accompanying decodable texts integrate these new phonics patterns along with syllables from earlier units, such as *me*, *mi*, *to*, and *sol*, enabling students to apply both new and previously taught phonics knowledge.

#### **4.3d – Lessons include an instructional focus with opportunities for practice in isolation and decodable connected text.**

In grade 1, lessons include an instructional focus with opportunities for practice in isolation and in decodable, connected text. For example, in Unidad 5, Semana 2, Día 2, the lesson targets words with Yy and Ll and includes structured instruction to isolate the sounds /rr/ and /r/. Students engage in guided articulation using videos and cards, repeat target sounds, and use mirrors to monitor mouth positions. Practice includes words like *ramo*, *perro*, *rima*, and *pareja*, allowing students to distinguish between soft and strong *r* sounds in isolation. Later, students read "Mi amiga Gali," a decodable text that reinforces these phonics patterns in connected reading.

In grade 1, lessons include an instructional focus with opportunities for practice in isolation and in decodable, connected text. For example, in Unidad 3, Semana 1, Día 2, students begin with phonemic awareness tasks using the words *boda* and *vaso*. They segment syllables, map sounds onto Elkonin boxes, and write corresponding letters before blending to read full words. This task is followed by reading the decodable text "¡Bota la basura!" with teacher guidance and decoding support.

In grade 1, lessons include an instructional focus with opportunities for practice in isolation and in decodable, connected text. For example, in Unidad 2, Semana 2, Día 4, the lesson uses the decodable text "La caja de Fede" to focus on the sounds /f/ and /d/. Students decode words like *arena*, *enfado*, and *ayuda* through the Leer, trazar, conectar routine. Before reading, students complete focused decoding activities that isolate the target sounds. Then, they apply their phonics knowledge while reading the decodable text, combining fluency, comprehension, and phonics application in a cohesive learning experience.

## 4.4 Assessments

19 TAC §74.2001(b)(1)(F) / Texas Reading Academies: Module 2E – The Science of Reading

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE |
|----------|--------------------------------|-----------|
| 4.4a     | All criteria for guidance met. | 2/2       |
| 4.4b     | All criteria for guidance met. | 2/2       |
| 4.4c     | All criteria for guidance met. | 1/1       |
| —        | <b>TOTAL</b>                   | 5/5       |

### 4.4a – Materials include a variety of assessment tools that are developmentally appropriate.

In grade 1, the materials include a variety of developmentally appropriate assessment tools. For example, in Unidad 2, Semana 1, students complete tasks using picture and sound cards to identify beginning sounds in words such as *mesa*, *pelota*, and *lupa*. These tools rely on visual, auditory, and tactile engagement, which is suitable for early readers who benefit from concrete, multisensory methods of assessment.

The materials include a variety of developmentally appropriate assessment tools that support the gradual progression of student learning. For example, the "Recurso de evaluación y diagnóstico" features an assessment titled Prueba integral de fonética. This assessment progresses from simple to more complex phonics tasks, beginning with sílabas vocálicas y abiertas, advancing to sílabas cerradas, and continuing through sílabas trabadas, diptongos, and combinaciones multisilábicas. This structure enables teachers to evaluate the developmentally appropriate grade-level progression of skills.

In grade 1, the materials include a variety of developmentally appropriate assessment tools designed to evaluate growth across multiple literacy domains. For instance, the Prueba integral de ortografía is organized by increasing grade-level difficulty, starting with words using vocales and progressing through combinaciones consonánticas, dígrafos consonánticos, diptongos, and variaciones ortográficas. It concludes with features like acentuación, prefijos y sufijos, and palabras multisilábicas. Additionally, the Diagnóstico: 100 palabras de uso frecuente de las 248 is divided into four levels, helping track students' ability to recognize high-frequency words and supporting reading fluency and writing development.

### 4.4b – Materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

In grade 1, the materials include progress monitoring tools that systematically and accurately measure student acquisition of grade-level phonics skills. For example, the Programa intensivo de conciencia fonológica provides structured tools for monitoring student progress throughout the year. This monitoring includes activities such as Combinar sílabas para formar palabras, Sustituir sílabas, and



Sustituir vocales. One routine instructs the teacher to say syllables with a pause between each—such as *to-ma-te*—and prompt the student to combine and identify the word. These tools are designed for administration at the beginning, middle, and end of the year and support systematic tracking of phonological development.

In grade 1, the "Recurso de evaluación y diagnóstico" offers embedded progress monitoring aligned to the phonics scope and sequence. Administered at the BOY, MOY, and EOY, these tools include structured activities such as blending syllables, such as *ma + no = mano*, identifying initial sounds using visual prompts ( /p/ matched with *pelota*), and decoding multisyllabic words. Each assessment point includes scoring rubrics and observation forms that ensure consistency and accuracy in tracking skills like blending, segmenting, and syllable recognition. Formative checkpoints aligned with weekly phonics instruction allow teachers to monitor mastery of the TEKS-based skills.

The materials include additional progress monitoring tools that directly align with the phonics skills taught during instruction. For example, in the "Sistema de recursos para maestros," each weekly lesson specifies a phonics or word study focus. Corresponding evaluations assess fluency using word lists that match the week's instructional content. This alignment ensures that students' progress is measured with fidelity to the scope and sequence. These assessments support accurate identification of student needs and guide instructional planning.

#### **4.4c – Materials include assessment opportunities across the span of the school year aligned to progress monitoring tools.**

In grade 1, the materials include assessment opportunities distributed across the school year and aligned to progress monitoring tools. The "Recurso de evaluación y diagnóstico" includes BOY, MOY and EOY assessments that follow the phonics sequence outlined in the materials. For example, Unidad 1, Semanas 1–2, focuses on introducing syllable types and consonant-vowel combinations, and includes aligned assessments to monitor skill acquisition. These benchmarks support consistent tracking of phonological and phonics development throughout the year.

The materials provide assessment opportunities throughout the academic year that are aligned to progress monitoring tools. Under the "Assessments and Screeners" section, the resource Programa intensivo de conciencia fonológica includes structured tools for monitoring development over time. Teachers assess 17 distinct phonological awareness skills at the beginning, middle, and end of year, such as Identificar el número de palabras en una oración, Reconocer la rima, Combinar sílabas para formar palabras, Segmentar palabras en sílabas, and Aislar sonidos finales. This design ensures consistent evaluation of student growth in alignment with instructional goals.

In grade 1, the materials offer assessment opportunities across the school year that align with progress monitoring tools. For example, the "Secuencia de enseñanza" and its annual pacing calendar instruct

teachers to administer BOY, MOY, EOY, and cumulative assessments. Additionally, the Evaluación rápida de conceptos de lo impreso: registro del maestro supports progress checks at consistent intervals.

## 4.5 Progress Monitoring and Student Support

19 TAC §74.2001(b)(1)(G) / Texas Reading Academies: Module 2E – The Science of Reading

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE  |
|----------|--------------------------------|------------|
| 4.5a     | All criteria for guidance met. | 1/1        |
| 4.5b     | All criteria for guidance met. | 2/2        |
| 4.5c     | All criteria for guidance met. | 2/2        |
| 4.5d     | All criteria for guidance met. | 1/1        |
| —        | <b>TOTAL</b>                   | <b>6/6</b> |

### 4.5a – Materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction.

In grade 1, the materials include tools that allow teachers to document and interpret individual student progress in foundational reading skills. The "Recurso de evaluación y diagnóstico" provides the Formulario de observación del estudiante, which guides teachers to observe students reading aloud and record behaviors using indicators. Teachers note specific reading strategies, such as syllable blending, and score observations on a three-point rubric to track individual development and accelerate instruction.

In grade 1, the materials offer editable tracking tools that support individualized monitoring of phonological awareness and reading progress. The Evaluación de conciencia fonológica and Registro de palabras de uso frecuente include class-wide charts that allow teachers to input and analyze student-level assessment scores by skill. These tools enable teachers to identify trends, accelerate instruction, and group students based on current performance.

In grade 1, the program embeds progress-monitoring tools to track individual student progress, allowing for accelerated instruction. For example, in Unidad 3, Semana 3, Día 5, students practice combining syllables into words like *bota* with teacher modeling and guided repetition. Kinesthetic supports, such as tapping syllables, help students track their learning. These embedded practices allow teachers to observe student responses and adjust support based on real-time performance.

### 4.5b – Materials include data-management tools for tracking whole-class student progress to analyze patterns and needs of students.

In grade 1, the materials include data-management tools for tracking whole-class student progress and analyzing patterns of instructional need. The foundational skills assessments include a class overview roster that displays comprehensive results for each student, including test scores, task-specific data, and teacher notes. These data points allow educators to identify shared gaps in letter-sound correspondence,

decoding, or oral reading fluency. Teachers can then group students with similar needs, plan targeted lessons, and monitor class trends over time.

In grade 1, print and digital resources provide systems for class-level data tracking. Editable progress monitoring charts allow teachers to log and visualize each student's progress within a unified document. For example, the Evaluación de conciencia fonológica includes the Registro de la clase chart that tracks performance across assessed phonological awareness skills for all students. In addition, the eAssessments platform offers a Standards Performance Summary Report, which aggregates class-level data into charts, line graphs, and other visualizations by TEKS strand or specific skills. Teachers can view student-level or strand-level detail to pinpoint class-wide trends and determine areas for reteaching. Oral reading and reading level progress graphs further enable teachers to respond strategically to class needs.

In grade 1, the *Benchmark Fonética* materials support class-wide diagnostic tracking tools. The "Recurso de evaluación y diagnóstico" is administered periodically and assesses foundational phonological awareness skills such as Identificar el número de palabras, Reconocer la rima, and Combinar sílabas para formar palabras. In Unidad 2, Semana 3, Día 1, teachers assess students' ability to blend syllables (e.g., /du/ + /na/ = *duna*), then tally how many students fall into each performance band. This tool allows the teacher to identify patterns, such as students in need of support.

#### **4.5c – Materials include specific guidance on determining frequency of progress monitoring based on students' strengths and needs.**

In grade 1, the materials include differentiated progress monitoring recommendations aligned to student performance levels. For example, students performing below grade level are to be monitored biweekly, while those approaching benchmarks may be assessed monthly. The Evaluaciones acumulativas within Unidad 1 offer weekly fluency assessments for groups of five to six students, ensuring that each student is assessed at least once a month. Informal checks are also encouraged through daily observations during literacy centers and small-group instruction.

In grade 1, the materials provide tiered recommendations for the frequency of monitoring tied directly to diagnostic outcomes. Students scoring in the lowest performance band (0–6 correct) are flagged for intensive instruction and frequent checks, particularly after small-group intervention cycles. For example, in Unidad 2, Semana 3, students are assessed on the skill Combinar sílabas para formar palabras. Based on results, students participate in Repaso en espiral routines and are monitored at unit transitions on a monthly basis.

The materials include specific guidance on determining the frequency of progress monitoring based on student strengths. For example, the materials include a document titled "Plan adaptable de supervisión del progreso y guía para ajustar la frecuencia" that details when to test students based on their readiness. The document has a column titled "Acelerado" that contains the following teacher guidance: "Observe el desempeño de los estudiantes en destrezas de nivel avanzado y ajuste la instrucción en

grupos pequeños para desarrollar esas habilidades. Es necesario acelerar el avance a lo largo del continuo fonético para maximizar el progreso de estos estudiantes."

#### **4.5d – Materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts.**

In grade 1, the materials provide guidance on how to accelerate learning using progress monitoring data to help students achieve mastery of specific foundational skills. The "Recurso de evaluación y diagnóstico," specifically within *Siguientes pasos en la evaluación de la conciencia fonológica*, directs teachers to adjust instruction based on diagnostic outcomes. Teachers provide more time and targeted practice for students who struggle to maintain pace. The guidance emphasizes prioritizing oral blending and segmentation skills while also incorporating physical strategies such as clapping, tapping, or using manipulatives to reinforce phoneme and syllable awareness. Letter and syllable cards are recommended to scaffold these oral tasks visually.

In grade 1, materials include embedded supports to accelerate learning for students demonstrating advanced skill acquisition. For example, within Unidad 1 of the "Sistema de recursos para maestros," the *Recurso de fonética para estudiantes avanzados* provides a 30-week enrichment plan. Each week targets a phonics concept, such as the alphabet, with structured daily routines to deepen understanding. Activities include writing words for each letter of the alphabet, drilling sound recognition, and applying advanced vocabulary. The materials instruct teachers to use beginning-of-year phonological awareness results to place students in above-grade-level groups, ensuring accelerated students engage in meaningful, challenging instruction throughout the year.

In grade 1, the *Benchmark Fonética* materials also support instructional acceleration through structured data-based grouping. The core assessments evaluate key phonics and phonological awareness skills and assign students to one of three performance bands using a three-tier rubric. For example, in Unidad 2, Semana 3, students are assessed on *Combinar sílabas para formar palabras* and categorized accordingly. Students scoring 0–6 receive intensive small-group instruction with modeled blending, manipulatives, and repeated practice. For students with intermediate or advanced scores, instruction accelerates using *Repaso en espiral* activities, strategically reinforcing skills to push toward mastery. Teachers reassess after reteaching to ensure progress is sustained and measurable.

## 5. Foundational Skills

Materials include guidance for explicit (direct) and systematic instruction in foundational skills, instructional routines, student practice, and cumulative review.

### 5.B Oral Language

#### 5.B.1 Oral Language Development

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 5B – Oral Language

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE |
|----------|--------------------------------|-----------|
| 5.B.1a   | All criteria for guidance met. | 8/8       |
| 5.B.1b   | All criteria for guidance met. | 4/4       |
| 5.B.1c   | All criteria for guidance met. | 4/4       |
| —        | TOTAL                          | 16/16     |

#### **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)**

In grade 1, the materials include explicit instructional guidance for developing oral language through a variety of methods. For example, in Unidad 2, Semana 2, Día 2, the teacher asks students to share their ideas about a character's emotions in a poem. During a reading of "Lulú no quiere comer," the teacher models using gestures and expressive voice to demonstrate Lulú's feelings, then asks, "¿Cómo creen que se siente Lulú al inicio del poema cuando no quiere comer? ¿Cómo creen que se siente cuando sueña con la luna?" Students listen carefully and discuss their thoughts with a partner, practicing complete sentences to respond. The teacher provides feedback and prompts students to explain their reasoning: "¿Qué parte del poema te ayuda a saber cómo se siente Lulú?"

In grade 1, the materials provide systematic instructional guidance to develop oral language and oracy through structured partner conversations. For example, in Unidad 3, Semana 3, Día 3, students work in pairs to answer the question: "¿Qué es lo más importante que la autora quiere que se sepa?" Teachers model how to respond using sentence frames like "Yo pienso que... porque..." and encourage students to share their reasoning. After discussing with their partner, one or two students are invited to paraphrase their partner's response for the class: "Mi compañero(a) dijo que..." This activity supports active listening, speaking, and the use of academic language to explain ideas.

In grade 1, the materials include explicit instructional guidance for developing oracy through repeated practice and peer collaboration. For example, in Unidad 2, Semana 2, Día 2, students engage in a rereading activity to build fluency and expression. The teacher invites students to read "Dani pide todo" silently and then guides them to take turns reading aloud with a partner. As students practice, the teacher circulates, listening and providing corrective feedback to support accurate pronunciation and

expression. This routine allows students to listen to each other, monitor their oral reading, and refine their speaking skills in a collaborative setting.

### **5.B.1b – Materials include opportunities for students to engage in social and academic communication for different purposes and audiences. (S)**

In grade one, the materials include opportunities for students to engage in social and academic communication for different purposes and audiences. For example, in Unidad 2, Semana 1, Día 1, students discuss with a partner whether they know stories that feature a wolf, such as "Caperucita Roja" or "Los tres cerditos." Students are then invited to describe challenges faced by the characters.

In grade one, the materials include structured partner activities that foster communication for multiple purposes and audiences. For example, in Unidad 1, Semana 2, under "Enseñar vocabulario: mis palabras de lectura y escritura," teachers guide students through vocabulary exercises such as circling the word *hoja* in the text, reading it aloud, and having students repeat it. The teacher explains that *hojas* are parts of plants and adds the word to the Tabla de mis palabras de lectura y escritura. Students then pair up to discuss what they have learned about plants using the Hablar con un compañero protocol.

In grade 1, the materials include opportunities for social and academic communication during guided and independent activities. For example, in Unidad 1, Semana 2, under "Relacionar la fonética con la comprensión," students read the decodable text "Mamá saca a Pepe de un apuro" and respond to comprehension questions such as "¿Cuál es el problema?" and "¿Cómo salvó a Pepe la mamá?" Students then discuss their answers with a partner using the Hablar con un compañero protocol, beginning their responses with "Pienso que..." to practice constructing complete sentences and exchanging ideas effectively.

### **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)**

In grade 1, the materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. For example, in Unidad 2, Semana 2, during the lesson on the poem "La liebre y la tortuga," the teacher reads aloud with fluency and expression, prompting students to create mental images of how the characters move. Students listen as the teacher rereads the poem while using a pointer to help them track the text. After listening, students participate in a Hablar con un compañero y escuchar activity, discussing questions such as "¿Qué dificultades enfrenta la tortuga durante la carrera?" and "¿Qué aprende la liebre al final del poema?" Students take turns asking and answering questions, clarifying ideas, and sharing highlights from their conversations with the whole class.

In grade 1, the materials include structured opportunities for students to develop active listening and discussion skills in Spanish. For example, in Unidad 3, Semana 1, Día 1, the teacher presents the poem "En el parque" and says, "Escuchen y sigan la lectura mientras leo." Students are encouraged to follow along as the teacher reads aloud with fluency and expression, then join in a second reading, especially repeating the verse "El parque, nuestro parque." After listening, students identify key details from the poem and discuss their observations with a partner, supporting comprehension and collaborative dialogue.

In grade 1, the materials include authentic opportunities for students to practice sharing information and ideas through peer interactions in Spanish. For example, in Unidad 2, Semana 2, during the lesson on the poem "Cómo me despiertan mis gatos," students listen actively as the teacher reads aloud with expression and describes each cat's personality. Students then work in pairs in a Hablar con un compañero y escuchar activity to discuss challenges the cats face in the poem and share their partners' responses with the class.



## 5.C Alphabet

### 5.C.2 Letter-Sound Correspondence

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 5B – Oral Language

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE |
|----------|--------------------------------|-----------|
| 5.C.2a   | All criteria for guidance met. | 4/4       |
| 5.C.2b   | All criteria for guidance met. | 2/2       |
| 5.C.2c   | All criteria for guidance met. | 6/6       |
| —        | <b>TOTAL</b>                   | 12/12     |

#### **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)**

In grade 1, the materials explicitly and systematically introduce letter-sound relationships in an order that supports application to basic decoding and encoding in Spanish. For example, in Unidad 5, Semana 1, Día 1, students learn to combine the /s/ sound, represented by the letters *z* and *c*, with vowels to form syllables such as *za*, *ce*, *ci*, *zo*, *zu*. The teacher models how *z* is used before *a*, *o*, and *u*, and *c* is used before *e* and *i*. Students then practice blending these syllables to read words like *zona* and *cebo*. This sequence reinforces syllable construction and supports the application of letter-sound relationships in decoding and encoding tasks.

In grade 1, the materials provide explicit guidance for introducing letter-sound relationships and applying them in decoding and encoding through hands-on activities. For example, in Unidad 2, Semana 2, teachers guide students to break words into syllables and analyze letter sounds using *arcos de sílabas*. The teacher says, "Escuchen esta palabra: foso. ¿Cuántas sílabas hay en foso?" Students respond, "Dos." The teacher claps for each syllable and uses chips to represent phonemes, then transitions to *Elkonin boxes*, where students write letters in each box to represent sounds. Students blend the syllables to read the word *foso* and repeat the process with new words like *faro* and *dedo*, reinforcing the mapping of sounds to letters in decoding and encoding.

In grade 1, the materials include a systematic sequence for teaching letter-sound relationships with opportunities for practice in meaningful contexts. For example, in Unidad 6, Semana 1, Día 1, the teacher models how to form consonant-vowel (CV) syllables by combining the letter *ñ* with each vowel to create *ña*, *ñe*, *ñi*, *ño*, and *ñu*. The routine is extended to include the letter *k* with *ka*, *ke*, *ki*, *ko*, and *ku*. Students then apply this knowledge by blending syllables to read words such as *ñame* and *kilo*. These lessons integrate modeling, guided practice, and independent application to strengthen decoding and encoding skills.

**5.C.2b – Materials include teacher guidance 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)**

In grade 1, the materials include teacher guidance to provide explicit instruction in Spanish focused on connecting phonemes to letters within words, with recommended explanatory feedback for students based on common errors and misconceptions. For example, in Unidad 1, Semana 1, the teacher explains that multiple letters can represent the same sound, highlighting that both *s* and *z* can make the /s/ sound. Students read the word *manzana* together, noting how the /s/ sound appears in the second syllable but is spelled with *z*. The teacher reinforces this concept by reading a poem aloud and prompting students to identify other words with the /s/ sound spelled with *z*, such as *maíz*, *raíz*, and *cereza*. Corrective feedback addresses common misconceptions, such as assuming only *s* represents the /s/ sound.

In grade 1, the materials include systematic routines for explicit instruction and recommended feedback to support phoneme-to-letter connections. For example, in Unidad 2, Semana 3, Día 2, teachers guide students through syllable manipulation activities. Using the word *fama*, the teacher explains that it consists of two syllables: *fa* and *ma*. Students substitute *fa* with *da* to form *dama*. Teachers model the accurate process for combining and substituting syllables and provide additional examples for guided practice. Corrective routines ensure students identify and blend sounds accurately, reinforcing phonemic awareness and decoding skills.

In grade 1, the materials include explicit guidance for teaching articulation and connecting sounds to letters using visual and kinesthetic supports. For example, in Unidad 1, Semana 1, teachers play articulation videos for vowels and display corresponding articulation cards. Students observe how sounds are formed, with the teacher pointing out the position of the teeth, lips, and tongue described on the cards. Teachers then model each sound and guide students to produce it themselves while providing immediate corrective feedback on mouth placement. Hand mirrors are used to help students visually monitor and adjust articulation, supporting accuracy and addressing common errors.

**5.C.2c – Materials include a variety of activities and/or 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)**

In grade 1, the 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. For example, in Unidad 1, Semana 1, students use letter cards for vowels *a*

and *u* and consonants *n*, *ñ*, and *v* to build the word *una*. The teacher guides students to segment the word into syllables (*u-na*) and form each syllable, providing prompts to connect sounds to letters if needed. The activity extends to substituting letters to create new words, such as *uña* and *uva*, reinforcing phonemic awareness and decoding skills through repeated practice.

In grade 1, the materials include structured opportunities to apply letter-sound correspondence within connected Spanish text. For example, in Unidad 1, Semana 1, Día 2, students engage with the decodable text "¡Tierra, agua y sol!" The teacher models blending decodable words and reading high-frequency words, then prompts students to reread silently while circulating to provide corrective feedback. During independent practice, students reread the story with a partner to develop fluency, focusing on phrasing and accuracy. They complete the checklist *Trabaja con un compañero* to confirm participation in the collaborative reading routine.

In grade 1, the materials include explicit teacher guidance and student routines for decoding words in isolation and within authentic Spanish texts. For example, in Unidad 2, Semana 1, Día 3, during a rereading activity with "Caperucita," students apply their phonics knowledge to read high-frequency words such as *a*, *está*, *un*, *el*, *la*, and *en* fluently. They also decode words containing the letters *s* and *n*, building on previously taught letter-sound correspondences. As students read silently, the teacher monitors progress and provides corrective feedback to strengthen automaticity and fluency.

## 5.D Phonological Awareness

### 5.D.1 Phonological Awareness (K–1)

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 6B – Phonological Awareness

| GUIDANCE | SCORE SUMMARY                                   | RAW SCORE  |
|----------|---|------------|
| 5.D.1a   | All criteria for guidance met.                  | 2/2        |
| 5.D.1b   | This guidance is not applicable to the program. | N/A        |
| 5.D.1c   | All criteria for guidance met.                  | 2/2        |
| 5.D.1d   | All criteria for guidance met.                  | 4/4        |
| —        | <b>TOTAL</b>                                    | <b>8/8</b> |

**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)**

In grade 1, the materials provide a systematic and authentic Spanish sequence for introducing phonological awareness activities in accordance with grade-level Spanish TEKS that progresses from simple to advanced. For example, in Unidad 2, Semana 1, Día 1, students learn to form syllables by combining the consonant *s* with each vowel to produce *sa, se, si, so, su*. This blending practice supports recognition of consonant-vowel (CV) and vowel-consonant (VC) patterns. The lesson then progresses to forming words by combining syllables—for instance, blending *sa* and *na* to read *sana*, or *no* and *ta* to read *nota*—reinforcing the connection between phonological awareness and early reading skills.

In grade 1, the materials guide students through a systematic and authentic Spanish sequence that supports the development of phonological awareness. In Unidad 3, Semana 1, Día 1, students build on prior knowledge by learning to form syllables using consonants and vowels, focusing on the letters *b* and *v*. They blend *b* with each vowel to create the syllables *ba, be, bi, bo, bu*, and repeat the process with *v* to form *va, ve, vi, vo, vu*. Students are reminded that the /b/ sound can be represented by either *b* or *v*, depending on the word's spelling. The lesson progresses to word formation, with students using letter cards and a word mat to build and read words such as *base* by blending *ba* and *se*. These activities support sound-symbol correspondence, syllable blending, and decoding.

In grade 1, the materials include lessons that begin with larger units of sound and transition to smaller ones, supporting the development of phonological awareness. For example, in Unidad 2, Semana 2, lessons focus on recognizing and segmenting syllables in two-syllable words such as *sello, masa, and lana*. Students repeat the word, break it into syllables, and identify the initial syllable and sound: "La palabra

sello tiene dos sílabas: se-llo. ¿Qué sonido se escucha al principio de la sílaba se? (/s/)." Instruction then progresses to identifying phonemes within syllables, a shift to smaller sound units. For example: "Escuchen esta sílaba: sa. ¿Qué sonidos forman esta sílaba? /s/, /a/." Lessons also include segmenting monosyllabic words into individual sounds: "Escuchen esta palabra: sol. ¿Qué sonidos la forman? /s/, /o/, /l/."

**5.D.1b – 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 single phonemes in one syllable or multisyllable words. (PR 2.A.1.)**

This guidance is not applicable to the program because it is a duplicate guidance of 5.D.2a.

**5.D.1c – Materials include explicit (direct) 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)**

In grade 1, the materials include explicit instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. For example, in Unidad 6, Semana 1, Día 2, students learn to form and manipulate syllables to create new words. The teacher models blending syllables to form *paño*: "Let's combine the syllables and read the word: pa-ño, paño. How many syllables are in paño? (two). What are they? (pa-ño)." The teacher then demonstrates how replacing the first syllable creates a new word: "If we replace pa with mo, what word do we get? mo-ño, moño." As students practice, the teacher provides correction routines when errors occur: "This word has two syllables: pa-ño, paño. If we substitute the first syllable pa with mo, we get a new word: mo-ño, moño." Additional examples support fluency in combining and substituting syllables.

In grade 1, the materials provide explicit instruction and recommended explanatory feedback authentic to Spanish phonology. For example, in Unidad 1, Semana 1, the lesson introduces the phoneme /s/ and explains that it can be represented by both s and z in Spanish. The teacher points to the word *manzana* and guides students in decoding the syllables, emphasizing that the /s/ sound in the second syllable is spelled with z. Students participate by reading the word aloud and identifying the /s/ sound. To address misconceptions, the teacher models pronunciation and compares examples: "Escuchen: sol—/s/ at the beginning with s. Now listen: zapallo, /s/ at the beginning with z." Students repeat the words and identify the consistent /s/ sound. When errors occur, such as assuming z represents a different sound, the teacher provides immediate clarification.

In grade 1, the materials include explicit instruction authentic to Spanish with routines for explanatory feedback based on common errors and misconceptions. In Unidad 2, Semana 2, the lesson on combining and substituting syllables guides teachers to model steps using words like *fosa*, *foto*, and *dato*. Students blend syllables to form *fosa* and identify the syllable structure. The teacher then models substituting *sa* with *to* to create *sato*, and later replacing *fo* with *da* to form *dato*. The materials include guided practice with words such as *duda*, *duna*, and *finá*. Under "Rutina: comentarios para la corrección y apoyo," teachers follow structured routines for correction: "Esta palabra tiene dos sílabas: fo-sa, fosa. Si sustituimos la segunda sílaba, sa, por to, tendremos una palabra nueva: fo-to, foto."

**5.D.1d – Materials include a variety of activities and/or 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)**

In grade 1, the materials include a variety of activities and resources in Spanish, including memory-building strategies, to help students develop, practice, and reinforce phonological awareness skills aligned with grade-level Spanish TEKS through cumulative review. For example, in Unidad 3, Semana 3, Día 1, during a lesson on sound-letter correspondence for the phoneme /b/, the teacher begins by presenting an image card of *bota* and emphasizes the initial sound /b/. Students learn that this sound is often written with the letter b. The teacher asks guiding questions such as: "What is the name of this letter? (b) What is its sound? (/b/)." The process is repeated with the word *vaquero*, introducing the letter v, which in Spanish can also represent the /b/ sound. To reinforce the concept, students view the *Bb* sound and spelling card, listen to a rhyme read aloud, and echo it. They then watch the "Canción de la B" by 123 Andrés, tracing uppercase and lowercase *Bb* in the air along with the video.

In Unidad 3, Semana 2, the materials provide engaging Spanish activities and memory-building strategies to support phonological awareness development aligned to the Spanish TEKS. For example, in Unidad 3, Semana 2, students engage with songs focused on specific letters (e.g., *Ff*, *Mm*, *Nn*, *Pp*) to support sound recognition. These songs are paired with hands-on resources such as syllable cards and an e-pocket chart. Students practice decoding and blending syllables to form words like *fo-to* and *nu-be*. The teacher models segmenting and blending explicitly, emphasizing that a single vowel can function as a syllable—an important concept in Spanish phonics. To apply their skills, students read and practice words such as *fino*, *mapa*, *Felipe*, and *mamá*. Weekly assessments are conducted with small groups of five to six students to monitor fluency and accuracy, and the teacher uses this data to guide targeted instruction.

The phonological awareness routines in grade 1 incorporate varied Spanish activities and cumulative review to strengthen students' decoding and sound manipulation skills. For example, under "Conciencia fonológica y fonética: Rutinas y actividades," lessons include oral practice such as clapping syllables, identifying beginning and ending sounds, and forming new words by adding, removing, or substituting syllables and phonemes. Students engage in interactive routines that blend and segment sounds, and compare and contrast phonemes. Memory-building strategies such as repeated routines, multisensory techniques, and songs with movement support retention of foundational skills over time.

## 5.D.2 Phonemic Awareness (K–1)

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 6B – Phonological Awareness

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE |
|----------|--------------------------------|-----------|
| 5.D.2a   | All criteria for guidance met. | 3/3       |
| 5.D.2b   | All criteria for guidance met. | 2/2       |
| 5.D.2c   | All criteria for guidance met. | 2/2       |
| 5.D.2d   | All criteria for guidance met. | 3/3       |
| —        | <b>TOTAL</b>                   | 10/10     |

### **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)**

In grade 1, the materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables. For example, in Unidad 5, Semana 1, Día 1, students focus on the /s/ sound as represented by the letters *z* and *c*. The teacher introduces the concept by modeling how the /s/ sound combines with vowels to form open syllables (CV). Students learn that *z* is typically used before *a*, *o*, and *u* (e.g., *za*, *zo*, *zu*), and *c* is used before *e* and *i* (e.g., *ce*, *ci*). The teacher models blending—for instance, combining /s/ and /a/ to form *za*—and repeats the process with each vowel, including *ze* and *zi* for reinforcement. Instruction progresses to blending syllables to form words, as students combine *zo* and *na* to read *zona*, and *ce* and *bo* to read *cebo*.

In Unidad 3, Semana 3, the materials introduce a systematic Spanish sequence for phonemic awareness that emphasizes identifying and segmenting phonemes within syllables. In Unidad 3, Semana 3, students listen to individual syllables and identify the phonemes that compose them. For example, students identify /g/, /u/, and /e/ in the syllable *güe*. The teacher explicitly models segmentation of monosyllabic words like *güin* into individual phonemes (/g/ /u/ /i/ /n/). Earlier lessons in the sequence emphasize blending sounds to form syllables and words, building a foundation for later segmentation practice.

The phonemic awareness instruction in grade 1 follows a systematic Spanish sequence that moves from foundational skills to more advanced sound manipulation practices. For example, in Unidad 9, Semana 1, under "Destreza de enfoque: Palabras con los diptongos *ai*, *ia*, *ua*, *au*," students listen to and repeat diphthong sounds to identify phonemes. The teacher guides students in segmenting words into syllables by clapping and isolating the diphthongs (e.g., *ai* in *aire*). Instruction then progresses to blending vowel

sounds into diphthongs, preparing students for future lessons that introduce advanced skills such as adding, deleting, and substituting phonemes.

**5.D.2b – Materials include explicit (direct) 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)**

In grade 1, the materials include explicit instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. For example, in Unidad 7, Semana 1, Día 2, students practice blending syllables and recognizing how substituting one syllable changes a word. Using examples such as *haba*, *hacha*, and *hada*, the teacher guides students through the process: "Esta palabra tiene dos sílabas: ha-ba, haba. Si sustituimos la segunda sílaba, ba, por cha, tendremos una palabra nueva: ha-cha, hacha." Teachers are supported with routines for identifying and correcting common student errors, reinforcing accurate syllable combination and substitution through repeated modeling and guided practice.

In grade 1, the materials provide explicit instruction and recommended feedback authentic to Spanish phonology for teaching phonemic awareness. In Unidad 1, Semana 1, students are introduced to Spanish vowel sounds through articulation videos and cards that demonstrate correct mouth formation. The teacher highlights features such as the placement of teeth, lips, and tongue. As students practice producing each sound, the teacher listens for articulation errors like incorrect lip rounding or tongue positioning and provides immediate corrective feedback to guide students toward accurate sound production. Misconceptions, such as believing all vowel sounds are produced the same way, are addressed through visual aids, modeling, and guided practice using mirrors.

In grade 1, the materials include explicit instruction authentic to Spanish with recommended explanatory feedback for students based on common errors and misconceptions. For example, in Lecciones de fonética, Unidad 8, Semana 2, Día 2, under "Combinar y sustituir sílabas" and "Rutina: comentarios para la corrección y apoyo," students manipulate syllables in words such as *brida*, replacing *da* with *lla* to form *brilla* and then replacing *lla* with *sa* to form *brisa*. Teachers are provided with structured routines to correct errors, such as misidentifying syllables or blending sounds incorrectly: "bri-da, brida; cambia da por lla, ahora es brilla." These supports ensure students receive clear, authentic guidance in Spanish phonological awareness.

**5.D.2c – Materials include explicit (direct) 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)**

In grade 1, the materials include explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle to support students in transitioning from oral language activities to basic



decoding and encoding. For example, in Unidad 1, Semana 1, Día 1, the focus is on vowels and developing articulation and phonological awareness by identifying initial and final vowel sounds. Instruction begins with articulation videos and cards to help students observe and practice each vowel sound. Using the word *ala*, the teacher models syllable segmentation (*a-la*) and guides students to focus on the initial vowel sound /a/. Similarly, with *pino*, students identify the final vowel sound /o/. Teachers use labeled image cards (initially covered to prioritize oral recognition) and provide repetition and guided analysis to reinforce sound-symbol connections.

In Unidad 2, Semana 2, the materials offer systematic Spanish instruction to help students connect phonemic awareness with the alphabetic principle using hands-on sound mapping activities. In Unidad 2, Semana 2, students segment words like *fino* and *duda* into syllables (*fi-no*) and phonemes (/f/ /i/, /n/ /o/). Using arcos de sílabas and chips, students visually map sounds and then write corresponding letters in Elkonin boxes, strengthening the link between oral phonemes and their written forms. The lesson includes spiral review with words such as *fosa*, *dirá*, and *sudo*, while high-frequency words (*las*, *los*, *para*, *que*, *se*) are introduced through choral reading with word cards, building decoding and encoding fluency.

The phonics lessons in Unidad 5, Semana 2, Día 1, provide explicit Spanish guidance for linking oral phonemes to their written forms, supporting decoding and encoding skills. In Lecciones de fonética, Unidad 5, Semana 2, Día 1, students identify and articulate the /y/ sound represented by *y* and *ll*. Teachers use articulation videos and cards to model mouth positioning and guide students to practice with words like *yoga*, *mayo*, and *llave*. As students isolate syllables and identify the initial /y/ sound, they connect oral language to its written form. Practice extends to words such as *yodo*, *llama*, and *lloro*, where students apply phonemic awareness skills to match sounds with letters and begin encoding by spelling words based on sound-letter relationships.

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

In grade 1, the materials include a variety of activities and resources in Spanish to support the development, practice, and reinforcement of phonemic awareness skills through cumulative review. For example, in Unidad 4, Semana 3, students work with words such as *ligero*, *orejitas*, *gigantes*, *abeja*, *oreja*, *jirafa*, *jabalí*, and *rugir*. Students write each word on a card and sort them into groups based on whether the word contains the letter *j*, *g*, or *r*. During independent or paired work, students reread decodable texts from the previous week for cumulative review, watch phoneme-based songs from Unidades 3 and 4, and use letter and syllable cards to read, form, and manipulate syllables and words. These activities provide repeated opportunities to strengthen phonemic awareness in varied contexts.

In grade 1, the materials include a variety of activities and resources in Spanish that support phonemic awareness development and provide cumulative review. For example, in Lecciones de fonética, Unidad 5,

Semana 2, students engage with video songs such as the "Canción de la Y" and the "Canción de la Ll." Using letter cards, they form syllables and read or build words with syllable cards. Students also reread decodable texts from the previous week, such as "La llave de Yeyo," with a partner to reinforce their phonological and decoding skills through repeated exposure and practice.

In grade 1, the materials provide a variety of activities and resources in Spanish to support the development, practice, and reinforcement of phonemic awareness skills through cumulative review. Under "Conciencia fonológica y fonética: Rutinas y actividades," lessons include structured oral activities such as clapping syllables, identifying initial and final sounds, and modifying words by adding, deleting, or substituting sounds. Students engage in repeated routines and multisensory strategies that combine visual, auditory, and kinesthetic elements to reinforce phonemic awareness.

## 5.E Phonics (Encoding/Decoding)

### 5.E.1 Sound-Spelling Patterns

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 8B – Decoding, Encoding, and Word Study

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE |
|----------|--------------------------------|-----------|
| 5.E.1a   | All criteria for guidance met. | 1/1       |
| 5.E.1b   | All criteria for guidance met. | 1/1       |
| 5.E.1c   | All criteria for guidance met. | 3/3       |
| 5.E.1d   | All criteria for guidance met. | 4/4       |
| —        | TOTAL                          | 9/9       |

#### **5.E.1a – Materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and/or multisyllabic words as outlined in the Spanish TEKS. (PR 2.A.1)**

In grade 1, the materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and multisyllabic words as outlined in the Spanish TEKS. For example, in Unidad 2, Semana 1, Día 1, under "Destreza de enfoque: palabras con Ss, Nn," instruction begins with explicit articulation modeling using videos and articulation cards that demonstrate mouth position for the sounds /s/ and /n/. Students practice repeating the sounds and identifying them in initial syllables of words like *sello*, *masa*, *nave*, and *lana*. The lesson progresses to breaking words into syllables and identifying where the /s/ or /n/ sound appears, reinforcing both sound-symbol correspondence and syllable recognition.

In grade 1, the materials provide a systematic sequence for teaching sound-spelling patterns and syllable combinations that support decoding of single and multisyllabic words. In Unidad 4, Semana 1, the teacher models segmenting words into syllables using examples such as *jirafa* and *gira*. Students clap once for each syllable (*ji-ra-fa*) and identify the *sílabo tónica* by emphasizing the correct part of the word: "¿Dónde escuchamos la mayor fuerza? Ra. Muy bien, ra es la sílabo tónica." Instruction transitions to syllable manipulation activities where the teacher builds a word, such as *jamás*, and models how replacing one syllable (e.g., *-más* with *-món*) creates *jamón*. Students practice blending syllables to form new words like *jabón* by selecting, rearranging, and pronouncing syllable cards aloud.

In grade 1, the materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and multisyllabic words as aligned with the Spanish TEKS. For example, in Lecciones de fonética, Unidad 9, Semana 2, Día 1, under "Destreza de enfoque: palabras con los diptongos oi, io, ou, uo, ui," the lesson begins with direct instruction using articulation videos and cards to model diphthong formation. Students identify diphthongs within syllables such as *vio*

in *gaviota* and *cuo* in *cuota*. Practice words build on these patterns to help students decode one- and multisyllable words, following a systematic sequence that reinforces sound-spelling instruction step by step.

### **5.E.1b – Materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns. (PR 2.A.1) (T)**

In grade 1, the materials include teacher guidance to provide explicit instruction for grade-level sound-spelling patterns. For example, in Unidad 2, Semana 1, Día 1, the lesson focuses on the letter *s* and its sound /s/. The teacher says, "Esta es la letra *s*. Representa el sonido /s/," and guides students to combine it with the vowel *a*, which represents the sound /a/. The teacher models blending the two sounds—/s/ and /a/—to form the syllable *sa*, helping students understand the relationship between letters and their corresponding sounds through clear, direct instruction.

In grade 1, the materials include teacher guidance to provide explicit instruction for grade-level sound-spelling patterns. In Unidad 4, Semana 1, teachers are guided to model breaking words like *jirafa* and *gira* into syllables (*ji-ra-fa*), prompting students to clap once per syllable to reinforce segmentation. The materials also include steps to help students identify the *sílaba tónica* (stressed syllable). For example, the teacher says *jirafa* aloud with emphasis, prompting students to listen carefully and recognize that *ra* is the stressed syllable.

In grade 1, the materials provide teacher guidance for explicit instruction on grade-level sound-spelling patterns. For example, in Lecciones de fonética, Unidad 2, Semana 2, Lección 1, under "Destreza de enfoque: palabras con Ff, Dd," teachers use articulation videos and Tarjetas de articulación to model the formation of the /f/ and /d/ sounds. Teachers are prompted to point out the position of the mouth, lips, and tongue, supporting student understanding of sound production and its connection to written letters.

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

In grade 1, the materials include a variety of activities and resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns through cumulative review. For example, in Unidad 2, Semana 2, Lección 1, under "Destreza de enfoque: palabras con Ff, Dd" and "Articulación y conciencia fonológica: identificar sílabas y sonidos: /f/ y /d/," students use articulation videos and Tarjetas de articulación to model and practice forming the /f/ and /d/ sounds. Activities include isolating syllables and identifying initial sounds in words such as *foto*, *rifa*, *doce*, and *pide*. The lesson incorporates cumulative review by encouraging repeated practice with these sounds in multiple word positions to reinforce mastery of the patterns.

In grade 1, the materials include a variety of authentic Spanish activities to support the development, practice, and reinforcement of grade-level sound-spelling patterns through cumulative review. For example, in Unidad 4, Semana 1, Día 1, students review Correspondencia entre sonido y letra: /j/, Jj, ja, jo, ju, je, ji, ge, gi in an activity called Formar palabras. Using letter cards and worksheets, students build words like *jala* by identifying each letter, producing its sound, and blending the sounds into syllables and complete words. The activity continues with additional words containing *j*, *ge*, or *gi*, such as *jota*, *gema*, *gigante*, and *jugo*, reinforcing phonemic awareness and sound-spelling connections.

In grade 1, the materials provide authentic Spanish resources and activities to develop and reinforce grade-level sound-spelling patterns through cumulative review. For example, ePocket Charts, a digital, interactive version of a pocket chart, supports decoding and encoding. Students use word lists to practice reading isolated syllables and connected texts that incorporate targeted patterns. Encoding activities include constructing words with taught syllables, both independently and in sentences. Features such as pictures, cards, sound sorting, and Elkonin boxes help students segment sounds, blend syllables, and build fluency with sound-spelling patterns across contexts.

**5.E.1d – Materials provide a variety of activities and/or 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)**

In grade 1, the materials include a variety of activities and resources in Spanish to support students in decoding and encoding words with taught syllable patterns, both in isolation and within authentic Spanish decodable connected texts that build on prior instruction. For example, in *Textos decodificables para aplicación y práctica*, students engage with word lists and syllable-based tasks to practice decoding and encoding specific sound-spelling patterns. Each week includes several authentic Spanish decodable texts that provide opportunities to apply these skills in meaningful contexts through connected sentences and short stories. These texts reinforce newly introduced and previously learned syllables and high-frequency words while supporting cumulative skill development.

In grade 1, the materials provide varied and authentic Spanish resources to develop decoding and encoding skills with taught syllable patterns. For example, ePocket Charts, a digital, interactive version of a pocket chart, guides students in decoding words through syllable-based word lists and connected sentences. Encoding practice involves constructing and writing words using learned syllable patterns, both independently and within meaningful sentences. Features such as pictures, cards, sound sorting, word building, blending activities, and Elkonin boxes reinforce sound-symbol relationships and phonemic awareness. Teachers and students use the tool to create custom words and sentences, supporting decoding and encoding in dynamic formats.

In grade 1, the materials provide activities and resources in Spanish to support students in decoding and encoding words with taught syllable patterns in isolation and within authentic connected texts. For example, in Unidad 2, Semana 3, students use image cards to identify initial sounds in words like *mano* by answering questions such as: "El primer sonido de mano es /m/. El sonido /m/ se escribe con la letra m. ¿Cuál es el nombre de esta letra? (m) ¿Cuál es su sonido? (/m/)" Students then encounter these syllables in context through the decodable text "Boro y Pedro van de pesca," practicing recognition of familiar phonemes and syllables in connected reading.

### 5.E.3 Morphological Awareness (1–3)

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 8B – Decoding, Encoding, and Word Study

| GUIDANCE | SCORE SUMMARY                  | RAW SCORE |
|----------|--------------------------------|-----------|
| 5.E.3a   | All criteria for guidance met. | 1/1       |
| 5.E.3b   | All criteria for guidance met. | 4/4       |
| 5.E.3c   | All criteria for guidance met. | 3/3       |
| 5.E.3d   | All criteria for guidance met. | 4/4       |
| —        | <b>TOTAL</b>                   | 12/12     |

#### 5.E.3a – Materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. (PR 2.A.1)

In grade 1, the materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the SLAR TEKS. For example, in Unidad 10, Semana 2, students explore plural suffixes *-s* and *-es* through direct modeling and syllable segmentation. Teachers present words such as *gatas*, *guisantes*, and *vocales*, guiding students to segment syllables (e.g., *ga-tas*) and recognize the final syllables *-tas*, *-tes*, and *-les*. Students identify *-s* and *-es* as suffixes that indicate plurality. Teachers explain that these suffixes are added to base words and always appear at the end. This sequence explicitly builds morpheme awareness through repeated analysis, choral reading, and morpheme-focused word discussions.

In grade 1, instruction includes a systematic introduction to Spanish morphemes through analysis of word structure and meaning. In Unidad 10, Semana 2, the teacher models with words like *ruidosa* and *imposible*, using syllable segmentation (e.g., *rui-do-sa*, *im-po-si-ble*) and clapping to emphasize the *sílabo tónica*. Students identify morphemes such as the suffix *-osa* in *ruidosa* (adjective-forming) and the prefix *im-* in *imposible*, supporting understanding of both root words (*ruido*, *posible*) and affixes. This instruction helps students connect pronunciation and meaning while reinforcing the role of morphemes in forming new words.

In grade 1, the materials present a sequenced and authentic Spanish morpheme progression aligned to the SLAR TEKS, beginning with compound words and advancing to affixes and irregular forms. According to the Secuencia de enseñanza, Unidad 1 introduces compound words to demonstrate how base words combine to create new meanings. Unidades 2 through 4 introduce suffixes (*-ito*, *-ita*) and common prefixes (*des-*, *re-*), while Unidades 5–7 focus on plural forms (*-s*, *-es*), gendered endings (*-o*, *-a*), and root-affix relationships. In later units, students engage with verb endings (*-ar*, *-er*, *-ir*), irregular word forms, and contractions. Unidad 10 consolidates morpheme knowledge through review and application tasks, offering consistent teacher guidance and student practice across reading, writing, and phonics.

**5.E.3b – Materials include teacher guidance to provide explicit (direct) instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support decoding, encoding, and reading comprehension. (PR 2.A.1) (T)**

In grade 1, the materials provide teacher guidance to support authentic and explicit Spanish instruction on accent mark rules through scaffolded lessons. For example, in Unidad 3, the lesson script states, "Escriba la palabra *camión*. Pronuncie la palabra lentamente y pregunte: '¿Dónde se escucha más fuerte?'" The script then guides teachers to underline the syllable *mión* and explain that because the word ends in a consonant, not *n* or *s*, and the stress falls on the last syllable, it needs an accent. The materials include additional modeling steps to reinforce the pronunciation and spelling of *camión*, *corazón*, and *mamá* using visual aids and sentence examples.

In grade 1, the materials include scripts that guide the teacher to deliver explicit instruction on identifying and applying rules for *palabras agudas*, *graves*, and *esdrújulas*. In Unidad 5, the lesson introduces the concept with the phrase, "Hoy vamos a clasificar palabras por la sílaba tónica." The teacher reads aloud *lápiz*, *avión*, and *teléfono*, asking students to clap on the stressed syllable. The teacher then writes each word on the board and uses color-coded accents to explain the syllable stress and its relationship to spelling and pronunciation. The script includes targeted checks for understanding, such as "¿Por qué tiene tilde la palabra *lápiz*?" and provides guided practice opportunities using similar examples.

To introduce diphthongs and hiatus, one lesson in grade 1 begins with the teacher saying, "Vamos a aprender qué es un diptongo. Miren la palabra *tierra*." The teacher points out the vowel pair *ie* and explains that the sound remains in one syllable. Next, the script prompts the teacher to contrast with *poeta*, emphasizing the two strong vowels and guiding students to identify the hiato. Students then segment other words using highlighters to mark diphthongs and hiatuses in context. This activity is supported by a graphic organizer and practice sentences that build on previous vocabulary and decoding lessons.

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

In grade 1, the materials include a variety of Spanish-language activities that support students in developing, practicing, and reinforcing grade-level morphological skills through cumulative review. For example, in Unidad 10, Semana 2, the lesson *Palabras con prefijos y sufijos – Identificar prefijos y sufijos* guides students to analyze and construct words using morphemes such as *-ito*, *-ero*, *-ista*, and *-ería*. Students engage in decoding and encoding activities with words like *gatito*, *vaquero*, *violinista*, and *zapatería*, identifying the suffix and its meaning in context. These lessons also include structured tasks under "Conciencia fonológica" that prompt students to identify syllables and suffixes in words such as



*gatas* and *guisantes*. Instruction builds across units with cumulative review opportunities, including Repasar las Unidades 1 y 2 in Unidad 3, Semana 3, where students revisit prior affixes and apply them to new contexts.

In grade 1, students practice decoding and encoding words with affixes in context using interactive writing tasks. For example, in Unidad 10, Semana 2, during Escribir sobre el texto, students are prompted to generate sentences that include affixed words like *caloroso*, *invisible*, and *fácilmente*. The teacher facilitates collaborative sentence writing on the board, guiding students to apply phonics knowledge and identify known morphemes while segmenting and spelling the words. This activity is reinforced by prompts encouraging connections to previously introduced affixes such as *despeinada*, *artista*, *desaparece*, and *cariñosa*, ensuring integration of prior instruction into current practice.

In grade 1, the materials include scaffolded guidance for decoding and encoding words with plural suffixes through targeted instruction and cumulative review. In Unidad 3, "Sistema de recursos para maestros," one lesson prompts the teacher to say, "Vamos a ver el sustantivo en singular maestra. ¿Qué tenemos que añadir al final de este sustantivo para formar el plural?" Students respond by applying -s or -es rules to form *maestras* or *profesores*. Instructional routines such as Enfoque en las destrezas fundamentales and the decodable text "Todos los gatitos" reinforce suffix rules through meaningful application and review of previous instruction.

**5.E.3d – Materials include a variety of activities and/or resources authentic to Spanish for students to decode and encode words with morphemes in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)**

In grade 1, the materials include a variety of activities and resources authentic to Spanish that support students in decoding and encoding words with morphemes in isolation and in authentic Spanish decodable connected text. For example, in Unidad 10, Semana 2, students practice identifying and spelling words with suffixes such as *-ito*, *-ero*, *-ista*, and *-ería* using guided phonological awareness routines like Conciencia fonológica: identificar sílabas y sonidos. Students decode these suffixes in isolation and then apply their understanding in context during Oraciones en pareja and Lectura de textos decodificables. Earlier instruction in Unidad 1 reinforces plural suffixes -s and -es using words such as *ballenas* and *lirios*, supporting morphological decoding from the start of the year.

In grade 1, the materials provide structured practice with decoding and encoding affixed words in both isolation and context. For example, in Unidad 2, Semana 2, students segment and represent words like *foso* using sound boxes and Marco de sílabas to isolate each phoneme and grapheme. Encoding is reinforced through the Yo escribo task, where students respond to the decodable poem, "¿Qué es? Adivinanzas?" by writing descriptive sentences using sentence frames such as "Es \_\_\_\_\_. Tiene \_\_\_\_\_. Puede

\_\_\_\_\_. ¿Qué es?" These routines strengthen both word analysis and applied writing, connecting decoding and encoding across lessons.

In grade 1, students receive authentic Spanish instruction that supports decoding and encoding of complex vowel combinations and affixed words across multiple weeks. For example, in Unidad 9, students decode and encode words with diphthongs, hiatuses, and triphthongs such as *ai*, *ia*, and *io*, first in isolation through segmentation and then within decodable connected texts. In Unidad 10, Semana 2, the teacher uses image cards to highlight suffixes like *-ito* in *pollito* and *-ista* in *waterpolista*, breaking down each sound and its function. Students then identify and discuss morphemes in words like *imposible*, *reassignar*, and *estudiosa*, applying decoding and encoding skills in both oral and written contexts to reinforce morphemic understanding.