Benchmark Education Company, LLC

Spanish Phonics, 2

Benchmark Fonética y estudio de palabras (edición de Texas), 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	**9798331846695**	**Both Print and Digital**	**Static**

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	10	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	26 out of 26	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	26 out of 26	100%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	55 out of 55	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	6
Category 6: Promoting Sexual Risk Avoidance	0

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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 2, the materials include a scope and sequence consisting of 10 units, each designed to be taught over a three-week period. The scope and sequence outlines the TEKS for each week and within the daily lessons. Each unit is divided into weekly segments, with specific TEKS aligned to the lessons and activities, ensuring focused and standards-based instruction throughout the year.

The materials include a scope and sequence that clearly outlines the TEKS and key concepts taught throughout the course. For example, the "Secuencia de enseñanza" includes a clearly organized chart, which maps each instructional unit to the corresponding TEKS, ensuring comprehensive coverage and alignment. In grade 2, the materials include a scope and sequence that outlines the TEKS and concepts taught throughout the course. It provides a weekly breakdown of instructional focus. Additionally, each part of the scope and sequence includes a link that takes the user directly to the specified lesson.

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 2, 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 thoughtfully structured to support effective and consistent instruction across the academic year, regardless of the total number of instructional days.

In grade 2, the 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.

In grade 2, the scope and sequence includes a rationale for unit order and how concepts connect throughout the course. For example, the units are arranged in a way 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. It starts with open syllables using consonants that are easier for children to hear and blend with vowels.

The materials include an explanation that demonstrates how concepts connect throughout the course by providing a systematic progression of phonological awareness and print concepts. For example, grade 2 instruction begins with a review of short vowels and closed syllables, then advances to more complex syllable types and morphological awareness. This progression ensures that students build upon previously learned skills and apply them to more complex tasks.

In grade 2, the materials include a research-based scope and sequence that reflects how concepts are to be learned throughout the course. The materials provide a traditional syllabic approach to phonics instruction in Spanish, supporting learners in decoding. It further explains how this systematic sequence for introducing letters connects to instructional mastery. Each week includes a primary skill focus, along with a spiral review of previously taught letters.

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

In the grade 2 "Sistema de recursos para maestros," the materials provide protocols with corresponding guidance for lesson and unit implementation. For example, the materials include the Sistema de recursos para maestros by unit. Within this resource, a tab labeled "Lecciones de fonética" provides a detailed weekly walkthrough, breaking down daily lessons focused on internalizing key concepts. Each lesson identifies clear learning targets and highlights specific actions in bold. Teacher instructions are presented

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in blue text for guidance, while steps are outlined in black. Visuals and images accompany each section to enhance understanding of the components and preparation for the lesson delivery.

The materials include protocols and guidance to support lesson and unit implementation. For example, the "Guía de ritmo sugerido" functions as an annual pacing calendar that guides weekly and daily instruction. It prepares the teacher to deliver both whole group and small group activities for each day and clearly identifies the targeted skill, ensuring consistent and focused instruction throughout the year.

The materials provide a detailed unit internalization protocol through teacher guides. The Unit Planner outlines targeted learning objectives and includes suggested activities for practice and reinforcement. Teachers receive step-by-step guidance for delivering phonics and phonemic awareness instruction.

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" outlining critical components of effective phonics instruction. This overview serves as foundational guidance for leaders. It 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 in implementing 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

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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.

In grade 2, the materials include comprehensive unit overviews that provide the background content knowledge necessary to teach the concepts in each unit effectively. Each unit follows a routine that includes *destrezas diarias* and *destrezas fonéticas*. Within the "Destrezas de Fonética" section, instruction is divided into three categories: *destreza primaria, vistazo previo/destreza avanzada,* and *repaso espiral.* The material incorporates effective routines and terminology to ensure instructional effectiveness.

The materials in Benchmark Fonética include comprehensive unit overviews that provide a strong foundation of background content knowledge essential for effective literacy instruction. These overviews guide teachers in deepening phonics instruction by building on foundational skills taught in grades K–1. For example, in the section "Profundizar en las destrezas de fonética," the materials emphasize continued development of fluency in basic phonics skills, including instruction in syllable types and multisyllabic word reading. In grade 2, the Benchmark Fonética materials include comprehensive unit overviews that provide foundational background knowledge essential for effective literacy instruction. These overviews support teachers in deepening phonics instruction by building on the foundational skills introduced in grades K–1. For example, in the section "Profundizar en las destrezas de fonética," the materials emphasize continued development of fluency in basic phonics skills and introduce instruction in syllable types and multisyllabic word reading. This structured progression equips educators to support students as they advance in decoding and word recognition skills.

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

The materials provide consistent support for families in both English and Spanish across all units to help families and caregivers actively engage in their child's literacy development. For example, in Unidad 1: Conexiones con el hogar, the Spanish version of the family letter offers specific strategies for reinforcing foundational phonics skills. In Semana 1, the letter outlines practical approaches for home practice, supporting sustained literacy development. These bilingual resources foster meaningful engagement and equitable access for linguistically diverse families.

In grade 2, the materials provide consistent support for families in both English and Spanish across all units, enabling families and caregivers to actively support their child's literacy development at home. For example, in Unidad 1: Conexiones con el hogar, the English version of the family letter includes suggestions for reinforcing foundational phonics skills. In Semana 1, the letter highlights focus areas such as words with open syllables and high-frequency words like *grande, pequeño, tengo, tiene, tienes, tenemos,* and *tienen*.

In grade 2, the materials include support for families in English at the start of each unit, with guidance on how to support their child's academic progress. For example, each unit includes a family letter in English that outlines the unit's focus, key learning targets, and suggested home activities. The letter introduces the unit topic and details the skills students will be learning. Activities are designed to reinforce classroom instruction, such as reading decodable texts and participating in Spanish Automaticity and Fluency activities.

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
—	TOTAL	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).

The materials include comprehensive, structured, and detailed lesson plans that support effective delivery of foundational literacy instruction. Each lesson includes key components such as Desarrollo de la lección (Lesson Development), Práctica guiada e independiente (Guided and Independent Practice). Additionally, the lesson includes a component titled Conectar la fonética con la comprensión, which bridges phonics instruction with reading comprehension. During this portion of the lesson, teachers are prompted to ask comprehension questions that support language development and content understanding. For example, "¿Cuántas etapas tiene el ciclo de la mariposa monarca?"

In grade 2, the 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. Lessons also feature explicit, hands-on instructional tasks designed to reinforce phonics and literacy skills. For example, students manipulate syllable cards to build word recognition.

In grade 2, the materials include references to how mastery of lesson content standards will be assessed through Evaluaciones acumulativas por unidad y semana. The materials provide weekly instructional assessments aligned with the content and language standards of each lesson. For example, at the end of each unit, an evaluation reviews the concepts taught during the week. These assessments are formative and monitor student progress on skills covered up to five weeks prior. The assessments also include guidance for addressing learning gaps when a student does not demonstrate mastery.

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 each component effectively. For example, in Unidad 3, Semana 1, the lesson plan specifies the use of the following materials: Student and Teacher Materials: Reproducible: Texto decodificable accesible: "El

águila calva, símbolo nacional," Tarjetas de sonido y deletreo: ia, ie, io, iu, Tarjetas de palabras de uso frecuente: otra vez, hace, hacen, and Diapositivas de las lecciones: Unidad 3, Semana 1. These resources are referenced throughout the lesson to indicate when and how each should be used.

The grade 2 materials include guidance and recommendations for the suggested timing of each lesson component within the instructional steps. For example, in Unidad 3, Semana 1, Día 1, the lesson plan designates 10–15 minutes for the Grupos pequeños (small-group) component. This support helps teachers manage instructional time effectively and maintain a consistent pacing across lessons.

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

The grade 2 materials provide guidance for extended practice through 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 tasks. These resources support enrichment and allow teachers to tailor learning extensions to student needs.

In grade 2, the materials provide techniques to encourage student engagement and support completion of extended practice assignments. For example, in Unidad 2, the section titled "Recurso de fonética para estudiantes avanzados" offers targeted materials designed for accelerated instruction and enrichment. These resources support students who have mastered foundational skills and are ready to extend their understanding of phonics through more complex tasks.

The materials include guidance on the effective use of lesson materials for extended practice. For example, a family letter in English and Spanish titled Conexiones con el hogar in the "Home-School Letters and Activities" section explains what students will be learning and focusing on in class. The letter includes activities to help reinforce classroom learning at home. Additionally, each unit provides a Conexión entre el hogar y la escuela, offering families practical strategies to reinforce learning and strengthen the home-school connection.

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
—	TOTAL	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 2, the materials include a variety of instructional assessments with varying types of tasks. For example, in the Benchmark Fonética: "Recursos de evaluación y diagnóstico," the "Plan para la evaluación fonológica" guides diagnostic assessment at the beginning, middle, and end of the year. Tasks include segmenting words into syllables and phonemes, adding ending sounds, and recognizing rhymes.

The grade 2 materials include instructional assessments that vary in types of tasks. For example, in Unidad 3 of the "Sistema de recursos para maestros," the materials provide "Evaluaciones acumulativas" with varied tasks, such as reading and writing multisyllabic words like *triunfo* and responding to full-sentence dictations like "El rey quiere veinte euros," to assess phonics and comprehension.

The materials include diagnostic assessments that vary in task types and question formats. In Unidad 3, Semana 1, Día 1, students write words with diphthongs containing the letter *i,* such as *ciudad* and *cielo*, demonstrating decoding and phoneme-grapheme correspondence. In Semana 3, students answer yes or no questions and open-ended questions such as "¿Por qué es un triptongo?" and "¿Cuántas sílabas tiene la palabra 'Uruguay'?"

In grade 2, the materials provide a comprehensive range of instructional assessments across lesson and unit levels, supporting diagnostic, formative, and summative purposes. Under the "Recursos de evaluación y diagnóstico," diagnostic tools such as Diagnóstico: 248 palabras de uso frecuente assess high-frequency word recognition through timed readings. Formative assessments include the Formulario de observación del estudiante, guiding teachers to document student engagement and progress in real time. Summative assessments, like the Evaluación de conciencia fonológica, are administered at multiple points across the year, ensuring continuous monitoring and instruction aligned to student needs.

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

The grade 2 teacher materials, such as the *Guía del maestro* and "Recursos de evaluación y diagnóstico," define diagnostic assessments as tools used at the beginning of the year or unit to assess foundational phonics knowledge and guide differentiated instruction. For example, formative assessments are embedded within daily lessons to monitor student understanding, such as asking students to spell *tierra* and *cielo* during a lesson on diphthongs. Summative assessments evaluate overall mastery and inform reporting and instructional planning.

The materials define and explain the purpose of various instructional assessments. The Benchmark Fonética: Vistazo al programa states, "Las evaluaciones acumulativas y semanales de la unidad son evaluaciones formativas para supervisar el progreso de los estudiantes en los elementos fonéticos de la semana y los elementos fonéticos ya enseñados a lo largo de las 4–6 semanas anteriores."

The materials define various instructional assessments, including the Rutinas de instrucción de fluidez. The comprehensive phonics assessment, Para confirmar las destrezas de decodificación de los estudiantes, establishes the role of summative assessments in verifying decoding skills.

In grade 2, the materials describe when and how to use each type of assessment and identify its purpose. For example, the purpose of the phonological awareness assessment is to identify students who need support with sound patterns, while the one-minute oral fluency assessment identifies students needing support with reading rate and comprehension.

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

In grade 2, the materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. The Unidad 3, "Sistema de recursos para maestros," provides step-by-step directions, including how to present the word list, mark correct and incorrect responses, and calculate a score based on reading accuracy and fluency. Similarly, the Diagnóstico: 75 palabras de uso frecuente instructs teachers to prompt students to read in sequence and "cuente como incorrecta cualquier palabra que se salte," ensuring uniform application of timing and scoring.

In grade 2, the materials offer standardized administration protocols embedded within the *Guía del maestro* and "Recursos de evaluación y diagnóstico." These include modeled teacher prompts such as "Hoy vamos a formar palabras combinando sílabas" and structured routines that use image-based tasks. Scripts and pacing recommendations for BOY, MOY, and EOY assessments support consistent administration across classrooms and time periods.

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The materials support accurate scoring and interpretation of results through detailed rubrics, observation checklists, and aligned assessment content. For example, the Sistema de recursos para maestros includes the section "Cómo utilizar esta información," which helps educators analyze student performance and adjust instruction accordingly. Phonics assessments directly reflect the skills taught in the Lecciones de fonética, ensuring assessments measure what they are intended to evaluate.

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

In grade 2, the materials include diagnostic, formative, and summative assessments aligned to the SLAR TEKS and to specific course, unit, and lesson objectives. For example, in the Benchmark Fonética: Correlación a los estándares TEKS, under Evaluaciones acumulativas, assessments in Unidad 2 explicitly reference TEKS 2.2.B.i and 2.2.B.ii across Semanas 1–3. Similarly, in Unidad 9, fluency assessments target TEKS 2.2.A.i and 2.2.A.vi. Each unit includes a mapping of TEKS to assessment components, ensuring students are evaluated on content directly taught.

In grade 2, the materials embed assessment tasks that align to the lesson-level TEKS and instructional goals. In Unidad 3, Semana 1, diagnostic assessments evaluate decoding of syllables and diphthong patterns, directly addressing TEKS 2.2.B.iii. In Semana 2, students engage in syllable sorting and decodable text reading aligned to TEKS 2.2.B.ii. Teachers use formative tools such as guided questioning and observations to assess understanding of objectives like "combinar sílabas para formar palabras," with student responses to tasks such as forming *tierra* or *piedra* used to guide instruction.

In grade 2, the materials include summative assessments that reflect the TEKS and objectives covered during instruction. For instance, in Unidad 3, assessments require students to spell and read words with diphthongs and triphthongs, aligned to TEKS 2.2.C, which focuses on applying spelling pattern knowledge. A culminating task asks students to identify and spell words like *Uruguay* and explain their syllabic structure, mirroring prior lesson content. This alignment ensures that student performance on assessments accurately reflects mastery of the instructional targets.

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

In grade 2, the instructional assessments include TEKS-aligned items at more than two levels of complexity. The Benchmark Fonética: "Recursos de evaluación y diagnóstico" includes 17 distinct task types ranging from identifying the number of words (Bloom's Remembering), recognizing rhymes (Understanding), to combining syllables to form words (Applying). In Unidad 4, Semana 1, Día 5 of the "Sistema de recursos para maestros," assessments include forming words, applying verb conjugations, and completing spelling and dictation tasks, illustrating increasing cognitive demand within phonics instruction.

In grade 2, the materials include diagnostic, formative, and summative assessments that reflect a clear progression of complexity aligned to SLAR TEKS. For example, in Unidad 3, Semana 1, students segment words like *camisa* into syllables (Level 1: Syllable segmentation) and write words such as *ciudad* or *cielo* that contain vowel combinations (Level 2: Word construction). By Semana 3, Día 1, students respond to prompts like "¿Por qué es un triptongo?" and "¿Cuántas sílabas tiene la palabra Uruguay?" (Level 3: Analysis), requiring application of phonics concepts to explain word structure.

In grade 2, the instructional materials include a structured sequence of TEKS-aligned assessment items that measure student understanding across multiple levels of complexity. For instance, in the Prueba integral de fonética under the "Recursos de evaluación y diagnóstico," tasks advance from identifying open vowel syllables to reading and writing multisyllabic combinations involving syllables with blends and diphthongs. This assessment progression from foundational identification to advanced synthesis ensures students engage with content at increasing levels of cognitive demand, supporting valid and comprehensive evaluations of their phonics development.

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2.2 Data Analysis and Progress Monitoring

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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 2, the materials provide guidance for interpreting student performance. For example, the "Recursos de evaluación y diagnóstico: Evaluación de fluidez oral de un minuto" includes a fluency rubric titled Rúbrica de fluidez en la lectura oral. The rubric guides teachers to score students on a scale of 1–4 in the following areas: Fraseo y fluidez, Entonación, and Comprensión. It also provides the following scoring key: Clave para el puntaje de la rúbrica: 1–2: The student has not yet reached an adequate level of fluency for the passage level. 3: The student is developing fluency appropriate to the passage level. 4: The student has achieved fluent reading for the level at which the passage is written.

In grade 2, the materials provide teachers with structured guidance to interpret student performance in phonological awareness. Each skill—Identificar el número de palabras, Reconocer la rima, and Combinar sílabas para formar palabras—is assessed. Student performance is categorized into three levels based on the number of correct responses as outlined in the "Recursos de evaluación y diagnóstico": 0–6 correct: Needs intensive instruction and practice; 7–8 correct: Needs continued practice to progress; 9–10 correct: Has sufficiently developed the skill. For example, for the skill Identificar el número de palabras, students scoring within these ranges receive targeted instruction aligned to their needs.

In grade 2, the material includes instructional assessments and detailed scoring guidance to support teachers in interpreting student performance. For example, the Evaluación de fluidez oral de un minuto is used to assess reading rate and track progress over time against national benchmarks. The one-minute fluency assessments measure words read correctly per minute and provide insight into accuracy, expression, tone, and comprehension. Teachers administer the assessments at the beginning, middle, and end of the school year, with results documented in student portfolios.

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

In grade 2, the materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. For example, in the Benchmark Fonética, "Recursos de evaluación y diagnóstico," Prueba integral de fonética, under Determinar el nivel de apoyo adicional, the

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materials include specific next steps based on student scores. For Sílabas vocálicas y sílabas abiertas, the guidance states: "9–10 Correctas: Pase a la siguiente sección de la prueba. 7–8 Correctas: Revise la puntuación de la prueba integral de ortografía (Sección A). Si el estudiante tiene 3 o menos palabras correctas, comience la instrucción en este conjunto de destrezas. De lo contrario, pase a la siguiente sección. 0–6 Correctas: Comience la instrucción en este conjunto de destrezas."

In grade 2, the materials provide guidance for using included tasks and activities to respond to student trends in performance on assessments. For example, the Sistema de recurso para maestros: Evaluaciones acumulativas includes the section "Siguientes pasos" that guides instructional responses after summative assessments. Step-by-step recommendations begin with identifying skills not yet mastered, then forming small groups based on those needs. Teachers are instructed to revisit and reteach specific skills using lesson elements such as word formation practice, dictation, and decodable texts.

Materials provide guidance for the use of included tasks and activities to respond to student trends in performance on assessments. Within the "Recursos de evaluación y diagnóstico," each foundational skill includes a rubric categorizing student performance into three levels: 0–6 correct requires intensive instruction and practice, 7–8 correct needs additional practice to continue progressing, and 9–10 correct indicates the skill is sufficiently developed. For example, in Unidad 3, Semana 1, Día 1, the teacher models how to blend syllables to form multisyllabic words: "Escuchen estas dos sílabas: ciu-dad. Cuando combino estas sílabas, formo la palabra ciudad" and students are prompted to practice with examples like *cielo*. Students complete additional small-group and peer practice tasks based on assessment results.

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 2, the materials include tools for teachers to track student progress and growth. For example, in the "Recursos de evaluación y diagnóstico," the Formulario de observación del estudiante provides specific observation guidance: "Observe a los estudiantes mientras leen en voz alta. Utilice los indicadores para responder a los errores de los estudiantes. Anote sus observaciones en la sección de Notas generales." Teachers assess reading strategies, such as whether the student self-corrects using known spelling-sound correspondences and syllable knowledge. The scoring key includes: 1 = no observado, 2 = en desarrollo, 3 = observado.

In grade 2, the materials include digital and print tools for monitoring student progress. Under Assessments and Reports, the foundational skills assessment provides ongoing tracking of academic growth. The Benchmark Reporting Suite offers online access to student data. Teachers and administrators can view individual and group performance on key standards, assessment status, and longitudinal trends. Reports include test scores by skill and standard, allowing teachers to tailor instruction and provide timely interventions.

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The materials include tools for students to track their own growth, such as the Herramientas de supervisión del progreso para los estudiantes. The tool includes visual progress trackers such as high-frequency word charts (100 and 75-word options), sound and letter recognition checklists, and reflection sheets for monitoring reading and phonics understanding. The trackers are differentiated for various fluency levels.

In grade 2, the materials include tools for both teachers and students to monitor and reflect on phonological awareness and phonics progress. Tools for teachers include the structured "Recursos de evaluación y diagnóstico," which is administered periodically to assess skills such as Identificar el número de palabras, Reconocer la rima, and Combinar sílabas para formar palabras. Each assessment includes a three-tier rubric: 0–6 correct (requires intensive instruction), 7–8 correct (needs more practice), and 9–10 correct (sufficient skill development). Tools for students include scaffolded classroom routines, such as in Unidad 3, Semana 1, Día 1, where students blend syllables (e.g., "*ciu-dad*" becomes *ciudad*) and reflect on their decoding growth. Visual trackers like word charts and syllable logs help students identify mastered phonics patterns. Students use kinesthetic strategies such as syllable tapping while monitoring their own progress in real time.

Materials include tools for students to track their own progress and growth. In the Herramientas de supervisión del progreso para los estudiantes, students use Hojas de reflexión trimestral to document their learning. Each sheet offers different support levels, and icons guide teachers and students in choosing the correct version. Versions two and three are intended for grades 1–3.

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 2, the 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. For example, in the "Sistema de recursos para maestros," Unidad 7, Semana 1, Día 2, in the section "Apoyo adicional," the material states that if students are not meeting grade-level expectations, teachers should refer to the Pruebas de conciencia fonológica, fonética y ortografía del programa, which are used to gather data on students' areas of growth. Based on the results, teachers determine the appropriate focus for small group instruction and phonological awareness activities that support students who are not performing at grade level. The materials provide clear guidance for teaching skills such as rhyme, alliteration, assonance, phoneme categorization, blending, segmenting, and manipulating syllables and sounds.

In grade 2, the materials offer scaffolded supports and targeted guidance for students who need reinforcement in foundational reading and language skills. For example, in Unidad 1, Semana 1, Día 3, under "Apoyo adicional," the materials provide targeted support for students needing additional help with foundational skills or the Spanish language. The materials guide the teacher to work with students in small group settings and present the decodable text through choral reading, with a focus on key vocabulary and comprehension.

The grade 2 program incorporates structured review routines and multi-sensory activities to support learners who require additional practice with key literacy concepts. For example, in Unidad 5, Semana 2, during the Repasar en espiral routine, teachers revisit previously taught high-frequency and multisyllabic words such as *respuesta, país, pueblo, comienzo, fue, quien,* and *tuyo*. Teachers are prompted to guide

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students through the Leer, formar, escribir routine with the following instructions: "Pida a los estudiantes que formen cada palabra con Tarjetas de letras. Luego, pídales que escriban las palabras en oraciones." This structure allows for visual, kinesthetic, and written engagement, offering multiple opportunities for modeling and repetition to reinforce decoding and application in context.

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 2, the materials include pre-teaching and embedded supports for unfamiliar vocabulary and references in text. For example, in the "Sistema de recursos para maestros," Unidad 3, Semana 1, Día 1, in the section "Enseñar el vocabulario: mis palabras de lectura y escritura," key words from the poem—*parque, limpia, basurita*—are introduced before reading. Teachers are guided to define each word and use real-world examples. The material prompts teachers to model pronunciation, explain meanings, and connect the vocabulary to students' experiences.

The second-grade materials also feature structured vocabulary routines and scaffolded activities that support comprehension of unfamiliar words and phrases before students engage with complex texts. For example, in Unidad 2, Semana 1, Día 1, the materials include a reproducible resource designed to help students develop foundational decoding skills and fluency with complex sentence structures. In Part 1, students practice reading high-frequency words and phrases with prosody, recognizing and using common language patterns. These phrases are intentionally presented outside of a full text to isolate vocabulary and structure, allowing focused pre-teaching. Part 2 introduces longer, more complex phrases from an interactive decodable text, supporting students' gradual progression toward fluency with connected text. In Part 3, students read extended sentences from an accessible decodable text, continuing to build their reading confidence and oral fluency through choral reading.

In addition, second-grade lessons incorporate pre-reading supports and vocabulary previews designed to strengthen word recognition and contextual understanding throughout decodable texts. For example, in *Mi estudio de palabras grado 2*, Vol. 1, the interactive decodable text included in Unidad 1, Semana 1 is "Cuando la calabaza es una semilla." The materials pre-teach and include embedded supports. Before reading, teachers introduce key vocabulary using a word bank containing the words *será, es, cabeza, tiene,* and *ahora*. During and after reading, the teacher facilitates comprehension through structured discussion questions about references in the text, such as "¿Cómo es la calabaza? ¿Cómo es la semilla de la calabaza? ¿Cómo una semilla se convierte en una calabaza? ¿Cómo el sol y la lluvia ayudan a que la semilla crezca?"

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 2, 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 the "Sistema de recursos para maestros," Unidad 6, Semana 1, Día 1, the materials state that during small group time, students who exceed grade-level expectations can practice additional skills using the Advanced Phonics Resource. This resource provides a 30-week plan for advanced phonics support. On Día 1, students form syllables and write sentences with high-frequency words, and from Días 2–5, students read decodable texts to reinforce and deepen their phonics knowledge.

The second-grade program offers enrichment pathways through structured phonics extensions and guided writing tasks that build on students' existing proficiency. For example, in Unidad 1, Recurso de fonética para estudiantes avanzados, within the 30-week phonics support plan for advanced learners, students engage in targeted tasks that build on foundational knowledge and promote deeper learning. On Día 2, during word formation activities, students use letter or syllable cards to construct words and write them in their notebooks, reinforcing decoding and spelling. On Día 4, writing tasks focus on higher-level composition skills as students combine sentences and refine vocabulary through teacher feedback.

Additionally, the grade 2 materials incorporate advanced phonics resources and teacher-led strategies to deepen learning for students who have already met grade-level benchmarks. For example, in the Unidad 3, "Sistema de recursos para maestros," there is a Recurso de fonética para estudiantes avanzados. This resource provides enrichment such as in Semana 2, Día 2, where teachers are prompted to state the directions for the following activity: "Como actividad avanzada adicional, agregue las siguientes palabras y oración: presente, tormenta, concierto; no había contado la historia antes. Para practicar las palabras en contexto, pida a los estudiantes que escriban dos oraciones con cada palabra en sus cuadernos."

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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
—	**TOTAL**	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 2, the materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned. For example, in Unidad 3, "Sistema de recursos para maestros," Semana 3, Día 3, the materials guide the teacher to read the title "El gato atrapa al sospechoso" aloud and point out words with triphthongs and accented hiatuses, such as *miau, hacía, policías,* and *tenían*. Students read silently while the teacher monitors. To support modeling, teachers demonstrate fluent reading of high-frequency words and how to combine syllables to read complex words, followed by choral reading of the text. To support the explanation, the materials include comprehension questions such as "¿A quién ayudó a atrapar el gato Fred?" and "¿Qué afirma el fiscal de Brooklyn?" along with a Hablar con un compañero protocol to guide students in discussing their responses.

The grade 2 resources also offer step-by-step scripting and visual aids that help teachers explicitly introduce and clarify complex phonics patterns such as hiatuses. For example, in Unidad 4, Semana 1, Día 1, the teacher writes the word *canoa* on the board and says, "Escriba en el pizarrón la palabra canoa," then displays the sound-spelling card for *canoa*. Teachers say words like *aldea, teatro, maestra,* and *leona*, asking students to identify and underline hiatuses in each word as they write them on paper or worksheets. The guidance includes explicit prompts for students to practice identifying and marking hiatuses and directs teachers to provide assistance as needed.

Additionally, the instructional materials provide clear routines and modeled language to support phonological awareness instruction through guided segmentation and repetition. For example, in Unidad 7, Semana 1, Día 2, under Conciencia fonológica: segmentar palabras en fonemas, the materials guide the teacher to say a word aloud, such as *yo*, and break it into individual sounds (/y/ /o/) to help students understand phoneme segmentation. Additional examples like *yen* and *paz* follow the same structure, reinforcing the skill. In the Practicar section, students apply this skill with words such as *voz* and *miel* using guided repetition.

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

In grade 2, the materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. For example, in Unidad 2, "Sistema de recursos para maestros," Semana 2, Día 2, the teacher is guided to use a direct instruction approach: "Muestre las Tarjetas de sílabas de reina. Combine las sílabas rei-na, reina. Añada la sílaba do y repita con reinado. Cambie la sílaba rei por pei y repita con peinado." For a decodable text approach, the materials prompt: "Guíe a los estudiantes en la lectura del Texto decodificable interactivo 'El truco de Galileo' para enfocarse en los diptongos con e: ei, eu, ey." For a small-group activity using manipulatives, teachers are instructed: "Escriba las siguientes palabras de manera aleatoria: aceite, europeo, deleite, rey, reuma, peineta, ley, eureka. Pida a los compañeros que clasifiquen las palabras según el diptongo que tengan y presenten las categorías."

The grade 2 materials also support diverse instructional delivery through structured routines such as clue-based spelling games, sentence dictation, and peer reading tasks. For example, in Unidad 5, Semana 1, Día 3, the spelling activity "Adivina la palabra de ortografía" directs teachers to read a clue aloud for students to guess a spelling word, then prompts students to create their own clues. During a sentence dictation activity, students write "Álex irá próximamente a México" with an emphasis on challenging spelling elements such as *j* and *x*. For independent or partner practice, students read "Eudald de Girona" silently or with a peer.

Additionally, the materials provide scripted support for teaching language conventions, including the use of visual tools and step-by-step modeling to explain accentuation rules. For example, in Unidad 3, Semana 2, teachers are prompted: "Hoy vamos a aprender la regla de acentuación para palabras agudas: solo llevan acento cuando terminan en n, s, o vocal." The materials guide teachers in using direct instruction to explain the rule and scaffolded modeling: "Si es necesario, demuestre estos pasos uno por uno." Visual aids such as Tarjetas de sonido y deletreo are incorporated to reinforce concepts, and guided practice involves students breaking down words like *ratón* syllable by syllable to apply the accentuation rule.

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 2, the materials support multiple types of practice and include guidance for teachers and recommended structures to support effective implementation. For example, in Unidad 3, "Sistema de recursos para maestros," the materials include guided, collaborative, and independent practice. This is shown in the teacher guidance: "Use el siguiente procedimiento para supervisar el progreso de la ortografía de los estudiantes. Haga un dictado de las palabras de ortografía. Diga la palabra, lea la

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oración y pida a los estudiantes que escriban la palabra. Después, verifiquen su trabajo juntos." To support varied instructional groupings, teachers are advised: "Mientras se reúne con los grupos pequeños, pida a los otros estudiantes que practiquen las palabras de automaticidad y fluidez o que lean con un compañero para desarrollar la fluidez."

In grade 2, instructional design also incorporates structured activities that blend phonics, word manipulation, and collaborative writing to reinforce learning through varied groupings. For example, in Unidad 7, Semana 1, Día 2, during guided practice, the teacher pronounces words like *llevo, lleno,* and *relleno*, helping students manipulate syllables to form new words. Small group work involves using letter and syllable cards, such as *lle, ga,* and *da,* to build words like *llega*. Collaborative writing activities prompt students to classify words like *yeso, llama,* and *lluvioso* based on the *y* and *ll* sounds. These strategies provide clear teacher guidance and promote guided, independent, and collaborative practice through whole group, small group, and individual structures.

In addition, the program integrates fluency routines and decodable text practice that adapt to multiple learning formats, offering flexibility for guided, independent, and partner-based work. For example, in Unidad 10, Semana 1, the Automaticidad y fluidez reproducible offers opportunities for guided, independent, and collaborative practice. In Part 1, students practice decoding high-frequency words and reading phrases, which can be implemented as guided or independent practice. In Part 2, students engage in oral reading fluency with longer, more complex phrases in small groups or pairs, promoting collaboration. In Part 3, independent practice is reinforced through longer sentences from the Texto decodificable accessible. The teacher's guide provides grouping tips and scaffolding strategies to support differentiated fluency instruction effectively.

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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
—	TOTAL	10/10

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

In grade 2, the materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. For example, in Unidad 3, "Sistema de recursos para maestros," "Recursos adicionales," "Guía de implementación en el salón bilingüe y programas de doble inmersión," Semana 1, teachers are guided to say: "Recuerden que los diptongos no funcionan igual en español e inglés. Vamos a repasar estos diptongos en español para leer y escribir palabras que los contengan." Benchmark Fonética Sound-Spelling Cards for diptongos *ia, ie, io,* and *iu* are referenced to support this instruction.

The second-grade materials further equip bilingual and ESL educators with guidance for contrastive instruction, emphasizing phonics alignment and key differences between English and Spanish spelling patterns. For example, in Unidad 1, "Recursos adicionales," "Guía de implementación en el salón bilingüe y programas de doble inmersión," Semana 1, instruction addresses foundational English skills such as short vowels, initial and final blends, and consonant digraphs. Teachers explain differences in sound and spelling between English and Spanish, noting that only the *ch* digraph sounds the same in both languages. Materials provide Benchmark Phonics Sound-Spelling Cards, Language Transfer Support, and contrastive analysis tools to assist in addressing negative transfers and aligning instruction across both languages.

Additionally, the program supports bilingual lesson delivery through multilingual strategies such as Preview-Review and visual scaffolds, enabling language transfer and vocabulary development across both languages. For example, in the Teacher Resources section under Multilingual Resources, the program highlights strategies such as Preview-Review, which introduces a concept in the student's first language (L1), teaches the lesson in the second language (L2), and then reviews it in L1. Teachers are also guided to

use Bilingual Picture Dictionaries and to create charts that display key vocabulary and concepts in both Spanish and English.

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 2, the 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. For example, in Benchmark Phonics/Fonética: Routines and Strategies for Supporting ML, teachers are guided to use Bilingual Picture Dictionaries to display charts that depict key vocabulary or concepts in the target language and the student's home language. The Preview–Review strategy supports students by introducing lesson content in their first language, teaching in the target language, and reviewing in the home language to reinforce understanding. Additionally, Bilingual Pictorial Charts provide visual supports with key words labeled in both languages to strengthen vocabulary development and comprehension.

The second-grade instructional materials also provide transfer-focused tools that help students distinguish between shared and unique phonics patterns across Spanish and English, supported by bilingual visuals and structured routines. For example, in Multilingual Learners Resource/Sound-Spelling Transfer, teachers guide students in identifying which sound-spelling patterns transfer between Spanish and English and which are language-specific. Using a preview–review approach, instruction begins in the home language, transitions to the target language, and is reviewed again in the home language. Color-coded visual cues indicate transferable and non-transferable patterns.

Additionally, lessons incorporate scaffolded support for cross-linguistic transfer, guiding students through sound articulation and vocabulary development in both languages using explicit modeling and home-language connections. For example, in Unidad 3, Semana 1, the lesson "Apoyo para la transferencia de sonido y articulación entre español e inglés" guides teachers to model diphthong pronunciation using word cards such as *ia* in *piano* and *ie* in *diente*. Students engage in oral modeling and written activities to compare Spanish and English vowel patterns and syllabic structures.

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 2, 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, teachers use

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Making Cross-Linguistic Connections to explain how content learned in one language transfers to another. Cummins (2000) highlights a common underlying proficiency between languages that students draw upon. The materials also describe the Bridge (Beeman & Urow, 2013) as the instructional moment when teachers bring the two languages together purposefully.

The grade 2 program also includes structured guidance for teaching phonological distinctions and transfer patterns between English and Spanish, supported by multimodal tools and articulation routines. For example, in Unidad 7, Semana 1, Día 1, under "Transferencia de sonido y articulación entre español e inglés," teachers address phonological differences between the two languages. For instance, students learn that the digraph *ll* is pronounced as /l/ in English but differently in Spanish, and that *y* functions as a vowel in English but not in Spanish. Teachers use hands-on and digital resources to support syllable blending, segmenting, and word formation, reinforcing accurate phonological processing in both languages.

Additionally, the materials promote translanguaging practices that honor students' full linguistic repertoires and encourage strategic use of both languages during instruction and peer interaction. For example, the concept of translanguaging is introduced in Benchmark Phonics/Fonética: Routines and Strategies for Supporting ML. Garcia (2017) defines translanguaging as the use of multiple linguistic features to maximize communicative potential. Teachers are encouraged to embrace students' primary language by accepting responses in either language, promoting peer-to-peer translation, and strategically pairing students to foster bilingual communication.

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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
—	**TOTAL**	6/6

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

In grade 2, materials include systematic and sequenced instruction of phonics (sound-symbol correspondence) skills. For example, in Unidad 1, Semana 3, Día 2, under Palabras con combinaciones consonánticas, the lesson begins with segmentation of syllables and identification of the stressed syllable using words like *bromista* and *frazada*. Students then form words through structured syllable substitution using examples like *grillo, grito,* and *gripe*. As instruction advances, students practice decoding complex multisyllabic words with consonant blends such as *planeta* and *bicicleta*. Materials reinforce this structured lesson sequence with decodable texts (e.g.," La broma de la cebra") and comprehension routines that build phonics skills incrementally.

The second-grade phonics progression also follows a clear instructional sequence that builds from decoding basic syllable types to more complex phoneme combinations, using direct modeling and scaffolded practice. The Secuencia de enseñanza and daily phonics lessons provide a clearly ordered structure for instruction. For instance, in Unidad 2, Semana 1, students learn to decode closed syllables using CVC words like *pan, sol,* and *mes*. Lessons include direct instruction, modeling, and guided phoneme segmentation. Later, in Unidad 3, Semana 1, instruction progresses to consonant blends and digraphs using *flor, chico,* and *tren*, reinforcing syllable blending taught earlier. This sequence reflects progression aligned with Spanish phonological patterns and TEKS.

Additionally, instruction begins with foundational syllable patterns such as open syllables and systematically integrates classification and visual sorting strategies to reinforce decoding skills. For example, in Unidad 1, Día 1, the lesson on open syllables begins with modeling using the word *ceja*, visualizing the syllables with hyphens, and sorting them into a three-column chart (CV, VCV, CVCV). Students classify additional words by syllable type to internalize the structure. The Benchmark Fonética scope and sequence guides teachers to move from larger sound units to smaller phonemic patterns, ensuring that each lesson supports increasingly complex decoding skills. Visual aids, oral practice, and structured routines reinforce sound-symbol correspondence across the year.

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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 2, materials include explicit and intentional ongoing practice opportunities for phonics (sound-symbol correspondence) skills, both in isolation and through decodable texts. For example, in Unidad 1, Semana 1, Día 1, the teacher models how to classify syllables using the word *ceja*, then guides students through sorting additional open-syllable words like *dice*, *hoja*, and *mesa* into syllable pattern charts. This structured routine combines visual, auditory, and kinesthetic engagement. Later, in Unidad 1, Semana 1, Día 3, the lesson incorporates decodable text ("El huevo y el renacuajo"), where students identify open-syllable patterns in context, receive modeling, and practice rereading for fluency.

The grade 2 program also incorporates structured phonics routines that emphasize diphthong decoding and multisyllabic word recognition through isolation drills and supported reading. For example, in Unidad 3, Semana 1, Día 1, the lesson begins with direct instruction on diphthongs *ua* and *ue* using words like *agua* and *abuela*. Students segment and syllabicate these patterns in isolation, with the teacher modeling and guiding articulation. Instruction progresses to reading multisyllabic words such as *cuota, escuela,* and *fluido* in connected texts. A spiral review using additional decodable words like *carey* and *neumático* reinforces cumulative practice.

Additionally, targeted lessons provide multisensory instruction on specific phonics features such as silent letters, followed by cumulative reinforcement through decodable texts and contextual application. For example, in Unidad 5, Semana 2, Día 2, the lesson introduces the silent *h* using words like *hoja, hada,* and *cohete*. Students trace, write, and underline the *h* to reinforce its presence despite a lack of pronunciation. A video and articulation card support multisensory instruction. This isolated skill practice is extended through decodable texts such as "Mi día" and "Mi mamá me mima," which feature target words like *hola* and *hace*. Students encounter these words in full sentences and stories, reinforcing decoding and comprehension.

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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
—	**TOTAL**	8/8

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

In grade 2, daily lessons include explicit phonics instruction with teacher modeling. For example, in Unidad 4, Semana 1, Día 1, the materials guide the teacher to model *hiatos* using the script: "Recuerden, el hiato ocurre cuando dos vocales van seguidas una de otra, pero están en diferentes sílabas. Miren la primera palabra que escribí: canoa. Veo el hiato o-a, que representa los sonidos /o/ /a/." The teacher then says the word slowly, segmenting it into syllables: /k/ /a/ /n/ /o/ /a/. Similarly, in Unidad 3, Semana 1, Día 1, the teacher models diptongos with *i* using the word *diamante*: "El diptongo en diamante es ia. En español, las vocales que forman un diptongo, como /i/ /a/, no cambian su sonido."

The second-grade phonics sequence further emphasizes daily modeling of spelling and pronunciation patterns, with guided repetition and structured blending practice to support mastery of complex sounds. For instance, in Unidad 3, Semana 2, the teacher models the pronunciation and spelling patterns for *gue/gui* and *que/qui* with the following script: "Escuchen cómo suena 'gue': /ge/. Miren cómo se escribe: g –u –e. Ahora observen cómo digo la palabra guerra. Primero digo /gue/, luego /rra/." This direct instruction is followed by guided practice, including syllable blending and repetition. Additionally, in Unidad 3, Semana 1, the teacher introduces consonant blends such as *tr, fl,* and *pl* through modeled pronunciation and examples like *tren, flor,* and *plato*.

Additionally, instruction incorporates multisensory modeling and word segmentation strategies, enabling students to decode and articulate target phonemes with visual and auditory support. For example, in Unidad 6, Semana 1, the lesson Palabras con b-v provides teacher guidance to model pronunciation, spelling, and syllable division. Students repeat modeled words such as *bicicleta* and *vela*, segmenting them aloud with teacher support. In Unidad 4, Semana 2, Día 2, the teacher uses syllable cards to blend and change syllables across a word chain: *co-mer-dor, comerdor*; then *me* becomes *mi* and *dor* becomes *da* to form *comida*. Students repeat and segment each word, reinforcing phonics skills through structured, teacher-led routines.

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

In grade 2, daily lessons include opportunities for explicit guided instruction with guidance for immediate and corrective feedback. For example, in Unidad 1, Semana 1, Día 1, the teacher uses the script: "Vamos a combinar sílabas para formar palabras. Escucha estas dos sílabas: a-ve. Cuando combinas estas dos sílabas formo la palabra ave." The teacher continues with prompts like "bo-ca. ¿Cuántas sílabas son? ¿Qué palabra forman? Correcto." The lesson also offers guidance for corrective feedback: "Si los estudiantes tienen dificultad al combinar letras y sílabas, vea las estrategias para grupos pequeños."

The second-grade phonics lessons also embed structured prompts for scaffolded practice and real-time correction, particularly during blending and decoding of syllable combinations. For instance, in Unidad 2, Semana 1, the teacher models how to blend syllables such as *tra, tre, tri, tro,* and *tru*, and then guides students to read words like *tren, trapo,* and *trueno*. Teachers are prompted to scaffold student understanding during the Práctica guiada, where they listen as students read aloud and offer immediate corrections. For example, if a student reads *trozo* incorrectly, the teacher models the correct pronunciation and has the student repeat. In another lesson, if a student reads *tren* as /ten/, the teacher is directed to clarify the blend: "Escucha: t y r hacen el sonido /tr/. Vamos a decirlo juntos: /tr/-/en/."

Additionally, instruction incorporates targeted routines that guide students through word segmentation, with teacher feedback strategies that reinforce accurate pronunciation and syllable identification. For example, in Unidad 4, Semana 2, Día 1, the lesson Segmentar palabras en sílabas supports students in dividing words like *oler* and *dibujar* with teacher guidance. Prompts include "La palabra tiene dos sílabas: o-ler," and teachers use the Rutina: comentarios para la corrección y apoyo to provide real-time support. Similarly, in Unidad 5, Semana 1, Día 2, the teacher models the segmentation of words with the letter *x*—such as *examen*, *xenón*, and *Xalapa*—explaining how *x* represents different sounds. During practice, students decode words like *texto* and *xilofonista* with the teacher offering corrective feedback, identifying errors, and providing additional examples.

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

In grade 2, daily lessons include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice. For example, in Unidad 1, Semana 1, Día 1, students work in pairs to reread the decodable text from the previous week. The lesson also includes small-group time, where teachers reinforce core phonics concepts with targeted activities such as oral reading and syllable identification. Independent practice is incorporated through tasks like writing words such as *dice, ala,* and *ido,* and underlining open syllables.

In grade 2, daily lessons in Unidades 3 and 4 continue to embed varied collaborative and independent opportunities. In Unidad 3, Semana 1, students participate in choral and partner reading while identifying

diphthongs in decodable texts, using structured, reproducible fluency routines. Independent activities include rereading of texts, silent reading monitored by a peer or teacher, and targeted word work. For example, in Unidad 4, students engage in collaborative reading of texts focused on unaccented *hiatos*, paired with letter card segmentation tasks and fluency rereads.

In grade 2, the materials in Unidades 1 and 7 also offer a range of collaborative learning opportunities through activities such as partner reading, sentence creation, and shared oral reading using decodable texts and phrases. Students practice segmenting multisyllabic words like *yeso* or *peso* using letter cards and visual tools, while advanced learners receive phonics enrichment in small groups. Independent routines include fluency passages, handwriting tasks, and repeated readings of high-frequency words.

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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
—	TOTAL	6/6

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

In grade 2, the materials include intentional cumulative phonics review and practice activities throughout the curriculum. For instance, in Unidad 5, Semana 3, Día 5, students revisit content from weeks 1–4 through structured fluency-building tasks. Activities include a silent reading of "Ayer visité la compañía telefónica" with teacher monitoring and immediate correction. Struggling readers are paired with more fluent peers, while proficient students are encouraged to read more complex texts like "Robots." Instruction incorporates reminders about silent letters (e.g., *h*) and includes teacher-led observation of student fluency, accuracy, and intonation to ensure targeted feedback and reinforce previously taught phonics concepts.

The grade 2 curriculum also incorporates spiral review routines that reinforce phonics skills through whole-group modeling and multisensory engagement, such as syllable clapping and segmentation. For example, in the Teacher's Resources under "Sistema de recursos para maestros," Unidad 4, Semana 3, Día 1, the "Repaso en espiral: Segmentar palabras en sílabas" section prompts whole group instruction where the teacher models syllable segmentation with words like *arriba, cheque,* and *lluvia.* Students actively clap syllables, combining auditory and kinesthetic learning.

Additionally, cumulative practice is structured by support level, allowing students to revisit key phonics patterns through leveled texts, word formation tasks, and word family comparisons. In Unidad 6, Semana 5, students engage in a cumulative phonics review of the week's lessons. Students first read "Aprendo de la historia." Practice activities are differentiated by levels of student support. For example, students needing support are paired with fluent peers, while advanced readers move on to "La flor dorada." Word formation activities extend from *bote* to *botella* to *botellín*, alongside practice with word families like *baño, bajo,* and *venda*.

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

In grade 2, the materials include practice opportunities that focus on phonics skills that have been explicitly taught. In Unidad 7, Semana 1, students work with the sounds and spellings of the letter *y* and the digraph *ll*, both representing the /y/ sound in Spanish. The teacher uses visual aids and word cards to introduce words such as *yoyo* and *llave*, modeling pronunciation and syllable segmentation. During guided practice, students underline the *y* or *ll* in words like *yeso, coyote, llama,* and *llegada*, then pronounce them with emphasis on the taught sound.

The grade 2 program also provides structured phonemic awareness tasks, such as sound substitution and blending, that reinforce previously introduced phonics patterns. In Unidad 6, Semana 3, Día 1, under Conciencia fonológica: sustituir sonidos iniciales, the lesson guides students in manipulating initial sounds in words. Using examples such as *sopa, copa,* and *ropa*, students practice forming new words through sound substitution. The teacher extends the activity to include *suelo, duelo,* and *vuelo*, reinforcing phoneme awareness. Each task supports the lesson's stated objectives and provides opportunities to practice explicitly taught phonics skills.

Additionally, instruction includes targeted practice in syllable segmentation and stress identification, supporting mastery of accentuation rules through modeled and guided activities. In Unidad 10, Semana 1, Día 3, under Acentuación y segmentación en sílabas, the lesson objective focuses on syllable segmentation and identification of the *sílaba tónica*. The teacher models the process of classifying words as *agudas, llanas,* or *esdrújulas* and applying accent rules. Students apply this routine to words such as *azul, círculo, líder,* and *explotar,* practicing phonics skills through guided and independent tasks. These opportunities build on prior instruction of taught phonics content.

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

In grade 2, decodable texts incorporate cumulative practice of taught phonics skills. In Unidad 2, Semana 2, Día 3, under Leer el texto: decodificar, students read "El cepillo de la reina Eugenia," which supports the lesson objective of segmenting words with diphthongs containing *e* (*ei, eu, ey*). The decodable text is used for both independent and choral reading, reinforcing decoding of words like *rey* and *Eugenia*. Teachers guide students through applying phonics skills by modeling syllable blending and highlighting high-frequency and complex words.

The grade 2 curriculum also integrates decodable texts that reinforce newly introduced diphthongs through repeated exposure and targeted decoding tasks embedded in connected reading. In Unidad 3, Semana 2, Día 2, under Leer el texto decodificable interactivo, students read "Mi experiencia en Washington, D. C." as part of a lesson on forming and decoding words with diphthongs containing *u* (*ua, ue, uo, ui*). The text is integrated throughout the lesson in silent and choral reading, with students tracing syllables and identifying target diphthongs. Vocabulary words such as *estatua* and *gratuitos* are used to reinforce decoding strategies.

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Additionally, phonics instruction is reinforced through decodable texts that revisit prior sound-spelling patterns while supporting application of current lesson objectives in context. In Unidad 7, Semana 2, the text "Los tesoros de la abuela" reinforces current instruction on soft *c* and *z* sounds (e.g., *cima, cero, zapato, taza*) while revisiting prior patterns such as open syllables and consonant blends. The text guides students through connected reading experiences where they apply decoding knowledge to both current and previous phonics skills.

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

In grade 2, the lessons include an instructional focus with opportunities for practice in isolation and in decodable, connected text. In Unidad 5, Semana 2, Día 2, under Palabras con h, the lesson centers on the silent *h* in Spanish. Students first engage in isolated practice by tracing, underlining, and repeating model words such as *hacha, ahora,* and *uh*, emphasizing the position and silence of the letter *h*. The teacher uses sound and spelling cards, videos, and oral repetition to support auditory and visual learning. The lesson bridges to connected text by previewing vocabulary with silent *h* found in decodable texts such as "Mi día" and "Mi mamá me mima," where students encounter and apply phonics skills in contextualized reading.

The grade 2 phonics lessons also guide students through isolated word formation and syllable manipulation before applying decoding skills in structured, connected reading tasks. In Unidad 3, Semana 1, Día 3, students begin by manipulating syllables to form words like *diente, miente,* and *siente*, reinforcing targeted phonics skills in isolation. The lesson then transitions to combining and segmenting words with diphthongs, such as *piojo, piolín,* and *violín*, using syllable arcs to decode. Students apply these skills in the decodable text "El desfile del 4 de Julio," practicing decoding and fluency through rereading.

Additionally, instruction begins with focused syllable segmentation and decoding drills that build toward fluent reading of decodable texts aligned to the lesson's phonics objective. In Unidad 2, Semana 2, Día 3, under Leer el texto: decodificar, the lesson focuses on segmenting syllables with diphthongs containing e (*ei, eu, ey*). Students first isolate and decode syllables through targeted exercises before reading the decodable text "El cepillo de la reina Eugenia." Guided and choral reading allows students to apply phonics knowledge, particularly with words like *rey* and *Eugenia*.

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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
—	**TOTAL**	5/5

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

In grade 2, the materials include a variety of developmentally appropriate assessment tools that support student learning at different stages. For example, in Unidad 1 and Unidad 2 of the "Sistema de recursos para maestros," the "Ortografía y dictado" sections provide differentiated dictation tasks. Teachers are instructed to "escoja la opción para el dictado que corresponda al nivel de sus estudiantes," allowing them to choose between word-only dictation (e.g., *ave, semilla, baile*) or full-sentence dictation (e.g., "Esta semana le saco foto al oso con mi cámara.") which supports students across varying levels of phonics and writing development.

In grade 2, the materials provide assessments that reflect the developmental progression of phonics and orthographic skills. In Unidad 3, Semana 1, students complete segmentation and word construction tasks, such as breaking *camisa* into *ca–mi–sa* and writing diphthong words like *cielo* and *tierra*. In Semana 2, students sort syllables using cards and symbols to classify diphthongs, promoting hands-on engagement and concept application. These tools allow students to demonstrate understanding through writing, sorting, and verbal responses, aligning with their stage of literacy development.

In grade 2, the "Recursos de evaluación y diagnóstico" includes structured assessments such as the Prueba integral de fonética and Prueba integral de ortografía, both of which present tasks in order of increasing complexity. Phonics tasks begin with open syllables and advance through blended, digraph, and multisyllabic patterns. Spelling tasks progress from simple vowel sounds to accent usage, prefixes, suffixes, and complex word structures. Additionally, the Diagnóstico: 100 palabras de uso frecuente groups high-frequency words by difficulty, enabling teachers to monitor fluency growth. These assessments provide a scaffolded approach to tracking student development in multiple foundational literacy areas.

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

In grade 2, the materials include systematic progress monitoring tools that measure student acquisition of grade-level phonics skills at multiple checkpoints. The Programa intensivo de conciencia fonológica includes routine-based monitoring with scripted instructions such as "Diga las sílabas, haciendo una pausa entre cada una. Pídale al estudiante que las combine y diga qué palabra forman." Activities like segmenting phonemes and substituting vowels appear across beginning, middle, and end-of-year assessments, enabling consistent tracking of student development in foundational phonological skills.

In grade 2, the "Recursos de evaluación y diagnóstico" provides structured and recurring assessments aligned to the SLAR TEKS that monitor phonics progression over time. These include beginning, middle, and end-of-year checkpoints. In Unidad 3, Semana 1, students perform tasks such as syllable segmentation (e.g., *mo-chi-la*) and diphthong spelling (e.g., *cielo, tierra*). These tasks increase in complexity and are sequenced to align with instructional pacing, offering a valid reflection of students' ongoing phonics acquisition.

In grade 2, the materials include aligned progress monitoring tools that support accurate measurement of phonics skills taught during instruction. For example, in the Lecciones de fonética tab of the "Sistema de recursos para maestros," each unit identifies specific phonics objectives. Assessments labeled Palabras de fluidez directly match these objectives by using word lists reflective of the week's instruction.

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

In grade 2, the materials include assessment opportunities distributed across the school year that align with progress monitoring tools. The Annual Pacing Calendar and the Evaluación rápida de conceptos de lo impreso in the "Recursos de evaluación y diagnóstico" provide scheduled checkpoints at the beginning, middle, and end of the year.

In grade 2, the "Recursos de evaluación y diagnóstico" includes diagnostic benchmarks at key intervals— Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY)—aligned with core phonics skills. For example, in Unidad 3, Semana 1, students complete syllable segmentation and phonics-based tasks to establish a baseline understanding. These assessments are sequenced throughout the school year to support continuous progress monitoring and instructional adjustment based on student needs.

The materials provide structured assessment opportunities integrated with progress monitoring tools to inform instruction throughout the academic year. Under the "Assessments and Screeners" section, the Programa intensivo de conciencia fonológica offers a set of 17 phonological awareness tasks designed for administration at BOY, MOY, and EOY. These include tasks like identifying the number of words in a sentence, recognizing rhymes, combining syllables, and isolating final sounds.

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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
—	TOTAL	6/6

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

In grade 2, the materials include digital and hard-copy data-management tools that allow teachers to monitor individual student progress on phonological awareness and phonics skills. For example, eAssessment tools generate Standards Performance Over Time (SPOT) reports, which can be customized for individual students, classes, or selected standards. Charts and tables organized by skill areas include diagnostic data from the beginning, middle, and end of the year. In Conciencia fonológica y fonética, the section "Los siguientes pasos" supports interpretation of assessment results and instructional planning.

In grade 2, the program includes structured assessment tools and tracking resources that support instructional adjustments to accelerate instruction. The "Recursos de evaluación y diagnóstico" assesses foundational literacy skills, using a three-tier rubric (0–6 = intensive support; 7–8 = continued practice; 9–10 = mastery). For instance, in Unidad 3, Semana 1, if a student scores 6 out of 10 on Combinar sílabas para formar palabras, the teacher places the student in a small group and uses scripted activities like: "Escuchen: /ciu/ + /dad/. Cuando combinas estas sílabas, formós la palabra ciudad. Repitan conmigo: ciudad." Scores are recorded on the provided sheets to support instructional decisions.

In grade 2, online data tools in the Assessments and Reports section enable real-time monitoring of foundational skills. The View Instructional Recommendations report links performance data to specific reteach resources. Selecting a standard in the overview table opens a modal with teacher-facing materials for immediate instructional use. A Batch Print Reports feature also supports efficient report generation at the student, class, or district level, streamlining data use for responsive instruction.

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

In grade 2, the materials include digital and print-based data-management tools that allow teachers to track and analyze whole-class progress in foundational literacy skills. For example, in the Evaluación de conciencia fonológica, the "Registro de la clase" tab provides a customizable chart for documenting

student scores across skill areas such as identifying words, rhyming, and segmenting syllables. These charts organize data from the beginning, middle, and end of the year, allowing teachers to note skill mastery and adapt instruction to class-wide needs.

Materials include data management tools to track whole-class student progress and identify student needs. Within eAssessments, the Standards Performance Summary Report visualizes class data through graphs and histograms. Teachers use the Universal Selector to focus on specific strands and click average scores to generate more detailed reports, identifying patterns and areas that require reteaching.

In grade 2, the program includes diagnostic tools and rubrics that support whole-class analysis. The "Recursos de evaluación y diagnóstico" assesses skills such as Identificar el número de palabras, Reconocer la rima, and Combinar sílabas para formar palabras, using a three-tier rubric (0–6 = intensive support; 7–8 = needs practice; 9–10 = mastery). In Unidad 3, Semana 1, the teacher assesses how students blend syllables to form words like *ciudad* and adjusts instruction accordingly. The rubric results inform groupings and guide planning to address class-wide trends.

In grade 2, the foundational skills assessments in the "Assessments and Reports" section include a class overview roster that lists each student's scores, associated tasks, and teacher notes. This overview enables teachers to identify widespread skill gaps, such as decoding or oral reading fluency, and tailor instruction accordingly. Teachers can monitor whole-class growth over time using reports like Analyze Class Performance Over Time, which presents data visually and determines which standards need reinforcement.

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

In grade 2, the materials include tiered performance rubrics and instructional guidance that inform how often students should be assessed. The rubric categorizes students as needing intensive support (0–6 correct) or additional practice (7–8 correct). For example, in Unidad 3, Semana 1, students blend syllables such as *ciu* + *dad* to form *ciudad*. Students scoring 6/10 are guided into reteaching groups, with reassessment recommended later that same week. For these students, the materials suggest immediate progress checks after reteaching sessions.

In grade 2, the materials guide the frequency of progress monitoring through specific recommendations embedded in classroom tools. In Evaluaciones acumulativas under Unidad 1: Evaluación, teachers are advised to assess five to six students each week using cumulative fluency assessments, ensuring that all students are monitored at least once a month. Additionally, informal weekly observations are encouraged during centers or small groups. These observations are supported by tools like Caritas sonrientes de letras conocidas, which allow teachers to document growth in letter knowledge and guide instructional adjustments.

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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 2, the materials provide guidance on how to accelerate learning based on progress monitoring data to support mastery of specific concepts. In the "Recursos de evaluación y diagnóstico," the section Siguientes pasos en la evaluación de la conciencia fonológica guides teachers to intensify instruction for students struggling with phonemic and syllabic manipulation. It emphasizes structured phoneme manipulation routines and word formation activities, such as separating sounds and connecting them to spellings to build orthographic memory. These skills continue developing beyond first grade, and the materials advise focused support for students showing persistent reading difficulties. Word formation is encouraged as a weekly practice, combining oral sound manipulation with physical letter/syllable cards to reinforce reading and spelling development.

In grade 2, the Benchmark Fonética Texas materials use a three-tier rubric in the "Recursos de evaluación y diagnóstico" to guide differentiated acceleration plans. Students scoring 0–6 are placed in small-group interventions emphasizing hands-on, repeated practice with tasks like blending *ciu + dad* to form *ciudad*. Instruction includes modeling, visual aids, and repetition. Students scoring 7–8 receive guided practice, while those scoring 9–10 are offered enrichment and review activities such as Repaso en espiral. In Unidad 3, Semana 1, teachers use assessment results to tailor pacing and groupings. Embedded recommendations help align instructional responses to performance tiers, supporting mastery through timely reteaching and extension tasks.

In grade 2, materials offer enrichment pathways and structured acceleration plans for students performing above grade level. Under "Recursos adicionales," the Recurso de fonética para estudiantes avanzados provides guidance on using beginning-of-year diagnostic results to identify students ready for advanced work. Teachers implement the 30-week phonics plan, which includes tiered daily activities. For example, in Semana 1, students write the alphabet and corresponding words (Día 1), pronounce 10 letter sounds (Día 2), and complete progressively challenging phonics tasks. Additional recommendations include using the Actividad avanzada sections of each lesson to deepen skill mastery.

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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 2, 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 prompts students to discuss key vocabulary from a text by asking questions such as "¿Quién es el personaje principal del cuento? ¿Cómo lo saben?" Students first listen to the teacher model how to answer in complete sentences: "El personaje principal es el niño porque aparece en todas las ilustraciones." They then turn to a partner to share their own answers, using provided sentence stems like "El personaje principal es... porque..." The teacher circulates, providing coaching and feedback to support clear expression and prompting students to explain their reasoning further.

In grade 2, 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 discuss with a partner what the children in a story think about their pets. The teacher models how to respond with detail using the sentence frame: "Pienso que... porque..." Students then take turns sharing their ideas and listening to their partner. To reinforce active listening and paraphrasing skills, the teacher invites one or two students to restate what their partner said: "Mi compañero(a) dijo que..." The teacher provides feedback during these exchanges, encouraging students to use academic vocabulary and complete sentences.

In grade 2, the materials include explicit and systematic instructional guidance for developing oral language and oracy through a variety of methods. For example, in Unidad 4, Semana 2, the teacher explicitly models by reading aloud "Juana siempre se divierte." The teacher then asks targeted questions like "¿Dónde viven Juana y su abuela?" and "¿Qué piensa Juana de la ciudad?" These questions prompt

students to respond in complete sentences. The lesson incorporates structured peer dialogue through the Hablar con un compañero: Porque protocol, where students explain their reasoning with a partner and practice using clear, complete sentences.

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

In grade 2, 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, during independent and partner practice, students practice reading words for automaticity and fluency, knowing that either the teacher or a peer will listen to their reading during the week. Meanwhile, the teacher works with small groups. They also reread, with a partner, the current fluency activity and the interactive decodable text from the previous week, reinforcing collaboration and reading fluency through repeated exposure and peer interaction.

In grade 2, 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 3, students respond to targeted comprehension questions from the decodable text "Por qué el coyote aullaba en la noche," such as "¿Por qué aullaba el coyote?" "¿Qué le dijo el alcaudón al coyote?" and "¿Por qué se enojó la estrella?" The teacher implements the Hablar con un compañero protocol to support structured peer interaction, prompting students to use the phrase "Pienso que..." to express ideas while listening and responding during discussions.

In grade 2, the materials include opportunities for students to engage in social and academic communication for different purposes and audiences. For example, in Unidad 2, Semana 2, under Conectar la fonética con la comprensión, students read the decodable text "El cepillo de la reina Eugenia" and answer questions such as "¿Cómo era la reina Eugenia?" and "¿A quién conoció Eugenia un día?" Students share their answers with a partner using the Hablar con un compañero protocol, beginning with sentence stems like "Pienso que...," which promotes structured dialogue and supports comprehension.

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 2, 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 3, Semana 3, during a lesson on the text "El gato atrapa al sospechoso," the teacher begins by reading the title aloud and pointing out words with *triptongos* and *hiatos acentuados*, such as *miau, hacía, policías,* and *tenían*. Students then read the text silently while the teacher circulates and listens. To connect phonics with comprehension, the teacher asks specific questions, including "¿A quién ayudó a atrapar el gato Fred? ¿Cuándo entraron los policías al local?" and "¿Qué afirma el fiscal de

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Brooklyn?" Students use the Hablar con un compañero: Pienso que... protocol to discuss and respond to these questions with a partner, encouraging them to explain their thinking and hear different perspectives.

In grade 2, 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 3, Semana 2, during a lesson on the text "Alexander Hamilton," the teacher begins by reading the title aloud and highlighting words with diphthongs with *u*, such as *fue, respetuoso,* and *cualidades*. Students then read the text silently while the teacher circulates and listens. To connect phonics with comprehension, the teacher asks guiding questions such as "¿Quién fue Alexander Hamilton? ¿Dónde estudió de niño?" and "¿En qué año dejó su cargo de Secretario del Tesoro?" Students discuss these questions using the Hablar con un compañero: Pienso que... protocol to share their ideas with a partner, explain their reasoning, and listen to different viewpoints.

In grade 2, 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 4, Semana 1, Día 1, the lesson includes the section Palabras con sílabas abiertas, which has a Presentar portion where students listen actively during direct phonics instruction and a Practicar section where they ask questions and engage in discussion to understand information. Additionally, the lesson includes small group activities where students share information and ideas with a partner during structured oral practice.

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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.	12/12
—	**TOTAL**	18/18

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 2, 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 1, Semana 1, the teacher models how to blend syllables to form words by saying, "Escucha estas dos sílabas: a-ve. Cuando combino estas dos sílabas, formo la palabra ave." The teacher continues with *bo-ca* and asks students how many syllables they hear (*dos*) and what word they form (*boca*), reinforcing decoding by combining syllables into words. Students then practice with words such as *dice, ala, ido, mesa, ojo, hoja, mi, casa, la, yo, esa,* and *té*. The materials also introduce consonant blends with *r* (*combinaciones consonánticas con r*) in a direct and explicit way. For example, using the word *dragón*, the teacher shows the Tarjeta de sonido y deletreo and explains, "Esta es la imagen de un dragón. La combinación consonántica es dr, que representa los sonidos /d/ /r/, dr." The teacher then points out other blends like *br, cr, fr, gr, pr,* and *tr*, inviting students to generate words with each blend.

In grade 2, 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 6, Semana 1, Día 1, the focus is on the letters *b* and *v*, which share the same sound /b/ in Spanish. Using word cards, the teacher demonstrates the pronunciation and syllabic breakdown of examples such as *ballena, burbuja, vaquero,* and *verano*. Students learn that although the letters look different, both represent the same sound. The lesson also includes an explanation of the names commonly used for each letter in Spanish, *be alta* or *be larga* for *b*, and *uve, ve, ve baja, ve corta,* or *ve chica* for *v*, reinforcing accurate identification and pronunciation.

In grade 2, 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 practice reading high-frequency words such as *respuesta, país, pueblo, comienzo, fue, quien,* and *tuyo*, reinforcing their understanding of sound-letter patterns within meaningful vocabulary. The

instruction includes spiral review with previously taught words like *otro, pudiera, todos, cada, lejos, aquí, allá, estos,* and *aquellos*. Using word cards from both current and prior weeks, the teacher displays each card one at a time while students read the words aloud in unison.

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 2, 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 2, the teacher explains the orthographic rule that in Spanish, *m* is written before *p* and *b*, while *n* is written before *f* and *v*. The teacher writes words such as *campo, rumba,* and *tiempo* on the board and reads them aloud with students, then asks: "¿Qué observan en estas palabras? ¿Qué letra aparece siempre delante de la p y de la b?" guiding students to recognize that it is always *m*. The teacher explicitly states: "En español, antes de las letras p y b, siempre se escribe m." Next, the teacher highlights a common misconception by explaining that students might incorrectly use *n* before *p* and *b*, but in Spanish, it must be *m*. Similarly, the teacher points out that *n* is used before *f* and *v*, as in *infantil, invierno,* and *envase*. Immediate corrective feedback is provided through guided practice: the teacher says a word aloud (e.g., *tambor, infantil, campamento, envase*) and asks students to identify whether it should be spelled with *m* or *n*.

In grade 2, 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 2, Semana 1, Día 1, the instructional routine focuses on correcting mistakes in syllable separation of words containing diphthongs with the vowel *a*, such as *ai, au,* and *ay*. Teachers are guided to explain that a diphthong is the combination of two different vowels in the same syllable. For example, in the word *aula*, students learn that it should be divided as *au-la*, with *au* forming a diphthong in the first syllable. Students are encouraged to identify and practice other words with these diphthongs, such as *baile*, where *bai* forms the diphthong syllable. They are instructed to separate the words into syllables, identify the one with the diphthong, and clap once for each syllable to reinforce the concept. Words such as *Paula, baila, flauta, aire, ay*, and *caray* are used for additional practice in recognizing and separating syllables with diphthongs.

In grade 2, 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 2, Semana 2, Día 1, the materials include direct instruction on matching the corresponding phonemes to the letter *Ee*, particularly as it appears in diphthongs such as *ei, eu,* and *ey*, with examples like *euro* and *deuda*. The lesson includes

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guidance for providing explanatory feedback on common errors: "Para los estudiantes con dificultades en conciencia fonológica o fonética, use las lecciones del Programa intensivo de conciencia fonológica."

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 2, the materials include a variety of activities and resources in Spanish that allow students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. For example, in Unidad 1, Semana 3, Día 1, students complete the following practice activity, "Practicar: blanco, flor, ciclo, arreglar, amable, inglés, blusa, flecha, plancha, clave, clima, flan, chiflar, siglo, glosario, playa, pueblo, soplar, ancla, planta. Dibuje una tabla como la de la izquierda. Pida que la copien en sus cuadernos. Diga cada palabra y pídales que la repitan, que la clasifiquen por su combinación consonántica y que la escriban."

In grade 2, the materials include a variety of activities and resources in Spanish that allow students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words, both in isolation. For example, in Unidad 3, Semana 3, Día 1, students engage in the following activity, "Señale y pronuncie los triptongos y los hiatos de las otras palabras que escribió en el pizarrón. Deslice su dedo por debajo de las palabras mientras las dice en voz alta. Recuerde a los estudiantes que la letra i griega, o ye, al final de una palabra se pronuncia /i/. Pídales que pronuncien los triptongos y los hiatos y, luego, las palabras junto con usted."

In grade 2, the materials include a variety of activities and resources in Spanish that allow students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable and multisyllable words in authentic Spanish decodable connected text. For example, in Unidad 2, Semana 1, Día 3, the teacher uses the decodable text "Por qué el coyote aullaba en la noche" to highlight words containing diphthongs with the vowel *a*, such as *aire, aullaba,* and *caray*. Students read the text silently while the teacher circulates to monitor and support reading, then participate in choral reading to reinforce decoding and fluency.

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 2, the materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to encode single and multisyllabic words as outlined in the Spanish TEKS. For example, the Benchmark Fonética Grados K–3 Secuencia de enseñanza begins with words containing open syllables in Unidad 1, Semana 1. It progresses to diphthongs such as *ia, ie, io, iu* in Unidad 3, and later it addresses suffixes like *-año, -eño, -ano, -ero, -és, -esa,* and *-ino* in Unidad 9. The "Guía de ritmo sugerido" provides a daily sequence that aligns sound-spelling patterns and syllable combinations to the Spanish TEKS, supporting consistent instruction throughout the year.

In grade 2, the materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and multisyllabic words in alignment with the Spanish TEKS. For instance, in Unidad 2, Semana 1, students practice diphthongs such as *ai, au,* and *ay*. The teacher uses sound and spelling cards to model pronunciation with words like *aire, jaula,* and *hay*, while articulation videos and repetition activities support student understanding. Guided practice with words such as *caimán, vainilla, pausa,* and *ay* reinforces students' ability to recognize and spell diphthongs.

In grade 2, the materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and multisyllabic words as required by the Spanish TEKS. For example, in Unidad 7, Semana 1, students segment words into syllables and identify the *sílaba tónica*. Using words like *yuca, llora, calle,* and *maya*, the teacher leads students to clap syllables and emphasize the stressed syllable. This step-by-step routine supports students in decoding both simple and complex words.

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 2, the materials include teacher guidance to provide explicit instruction for grade-level sound-spelling patterns. For example, in Unidad 1, "Sistema de recursos para maestros," Semana 2, Día 1, the lesson guides teachers to combine syllables into words, such as *parque* and *denso*. Teachers say: "Vamos a combinar sílabas para formar palabras. Escucha estas dos sílabas: par-que. Cuando combino estas dos sílabas, formo la palabra parque. Voy a decir otras dos sílabas para que las combinen: den-so. ¿Cuántas sílabas son? (dos) ¿Qué palabra forman? (denso) Correcto."

In grade 2, the materials include teacher guidance to provide explicit instruction for grade-level sound-spelling patterns. For instance, in Unidad 2, Semana 1, teachers introduce diphthongs such as *ai, au,* and *ay* using sound and spelling cards. Teachers explain: "El diptongo en baile es ai. En español, las vocales que forman un diptongo, como /a/ y /i/, no cambian su sonido, solo se pronuncian juntas." The lesson continues with modeled examples such as *aire, jaula,* and *hay,* where teachers underline the diphthongs to reinforce pronunciation and recognition.

In grade 2, the materials include teacher guidance to provide explicit instruction for grade-level sound-spelling patterns. For example, in the Teacher's Resource System, Unidad 3, Semana 1, Lección 1, the teacher models combining syllables to form words like *ciudad* (*ciu-dad*) and *cielo* (*cie-lo*). Students then practice blending syllables in words such as *piojo* and *dialecto*. The materials include clear steps for teacher modeling and structured student participation to ensure understanding of sound-spelling relationships.

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 2, 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 1, "Sistema de recursos para maestros," Semana 3, Día 1, the lesson guides teachers to combine syllables to form words such as *florero* and *gratuito*. Students then complete a table-sorting activity with consonant blends using words like *blanco, flor, ciclo, arreglar, amable,* and *inglés*. To reinforce these sound-spelling patterns, students engage with a decodable text provided in Reproducible de la Unidad 1, Semana 3: Automaticidad y fluidez.

In grade 2, 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, under ePocket Charts, the program provides an interactive digital tool that supports decoding and encoding with taught syllable patterns. Students use word lists and connected texts to practice decoding syllables, while encoding is reinforced as students write and build words using the patterns. The

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tool also integrates features such as sound sorting, word building, blending activities, and Elkonin boxes to strengthen phonemic awareness.

In grade 2, 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 instance, in Unidad 3, Semana 3, Día 1, students practice combining syllables to form words like *país* and *reír*. A sorting activity helps them classify *triptongos* and *hiatos acentuados* using words such as *Paraguay, maíz,* and *sonríe*. The lesson concludes with students reading a decodable text from Reproducible de la Unidad 3, Semana 3: Automaticidad y fluidez to reinforce sound-spelling patterns within connected text.

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 2, the materials include a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations, both in isolation and within authentic Spanish decodable connected texts that build on prior instruction. For example, in Unidad 2, "Sistema de recursos para maestros," Semana 2, Día 2, students separate syllables to read words in isolation, such as *afeita* and *empeine*, and then read the connected text "El truco de Galileo." Encoding is reinforced as students write words in isolation, including *al* and *del*, and apply these skills within sentences such as "El libro es del profesor."

In grade 2, the materials include a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable patterns, both in isolation and within authentic Spanish decodable connected texts that build on prior instruction. For instance, the ePocket Charts feature offers a digital, interactive version of the traditional pocket chart to support Spanish instruction. Students decode words using isolated syllable word lists and practice applying these patterns by reading connected sentences and texts. Encoding is reinforced as students write or build words using the syllable patterns in isolation and within contextual sentences. This tool integrates sound sorting, word building, blending activities, and Elkonin boxes to strengthen phonemic awareness.

In grade 2, the materials include a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable patterns, both in isolation and within authentic Spanish decodable connected texts that build on prior instruction. For example, in Unidad 6, "Sistema de recursos para maestros," Semana 2, Día 2, students practice decoding with words such as *queja, querer, quemar,* and *quemado*. They then read the connected text "Un cocotero único." Encoding practice includes writing words like *cobra, corte, callo,* and *traje* in isolation and constructing sentences with high-frequency words from the decodable text.

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
—	TOTAL	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 2, the materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. For example, in Unidad 3, Semana 2, students learn to analyze words using morphemes such as *-ado/a* and *-ido/a.* The teacher introduces the concept of a *sufijo* as a meaningful unit added to the end of a base word. Using *dormido*, the teacher segments the word: *Raíz: dormir* and *Sufijo: -ido*. Students interpret *dormido* to mean "someone who is sleeping," then apply the same structure to other examples like *abrigada* from *abrigo + -ada*, meaning "a person or object that is protected from the cold." This approach supports word analysis through morpheme-based instruction.

In grade 2, materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. For instance, in Unidad 4, Semana 2, Día 1, the lesson focuses on teaching verb endings *-ar, -er,* and *-ir* through direct modeling. The teacher creates a three-column chart labeled with each ending and uses example verbs such as *cantar, jugar, comer,* and *vivir* to show that all Spanish infinitive verbs follow one of these endings. Students learn that *cantar* ends in *-ar*, composed of the sounds /a/ /r/, reinforcing recognition of Spanish verb morphemes through sound-to-print correspondence and visual support.

In grade 2, instruction builds on morpheme knowledge through direct modeling and word construction tasks aligned with the Spanish language arts TEKS. For example, in Unidad 3, Semana 3, students explore the *sufijo -ería* through explicit instruction. The teacher defines a *sufijo* as a word part that changes meaning when added to a base word and breaks down *florería* as follows: *Raíz: flor, Sufijo: -ería*. Students learn that *florería* means "a place where flowers are sold." They then analyze similar word formations, applying the morpheme pattern in new contexts to deepen understanding of word structure.

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 2, the materials include teacher guidance to provide explicit, authentic Spanish instruction that supports recognition of common morphemes and their meanings to build decoding, encoding, and reading comprehension skills. For example, in Unidad 9, Semana 2, Día 2, the teacher script models how to form *gentilicios* using suffixes such as *-eño/a, -ano/a, -ino/a, -és,* and *-esa*. The teacher writes *Colombia* on the board and demonstrates forming *colombiano/a* by adding the suffix *-ano/a*. Students analyze words like *panameño, mexicano, salvadoreño,* and *canadiense* by identifying the root and suffix, discussing the word's meaning in relation to origin. This lesson directly connects morpheme recognition to word analysis and supports comprehension through the use of decodable text such as "Educación para el desarrollo."

In grade 2, the materials provide teacher guidance for explicit, authentic Spanish instruction that connects morpheme recognition with word meaning and usage. For example, in Unidad 10, Semana 1, Día 2, the teacher explains that suffixes like *-ción, -sión,* and *-xión* form nouns that express actions or results. During guided modeling, the teacher presents the word *creación* and helps students link it to the verb *crear*, emphasizing how adding *-ción* generates a new word. Students repeat the process with examples such as *conexión* from *conectar*, identifying the suffix and inferring meaning. These activities support students' decoding and encoding of complex words and are reinforced through connected reading with texts such as "Fotografía: ¿luz natural o artificial?"

In grade 2, the materials include teacher guidance that supports explicit Spanish instruction in morpheme recognition and meaning-based word formation. For instance, in Unidad 3, Semana 2, the teacher introduces the suffixes *-ado/a* and *-ido/a* by decomposing words like *dormido (dormir + -ido)* and *abrigada (abrigo + -ada)*. Students are guided to identify the root and suffix and use this structure to understand meaning and apply proper spelling. The lesson prompts learners to write new words using these morphemes while considering grammatical agreement. Students discuss how *dormido* implies "someone who is sleeping" and *abrigada* means "a person or object that is protected," reinforcing comprehension through explicit morpheme-based analysis.

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 2, the materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills through cumulative review. For example, in Unidad 8, Semana 2, students work with diminutive suffixes such as *-ita/o, -illa/o*, and *-cito/a* to create

words like *casita, cucharilla,* and *pancito*. Instructional supports include Evaluación preliminar de ortografía, Segmentar palabras en sílabas, and Práctica independiente y en parejas, allowing students to manipulate base words and apply suffixes in both written and oral formats. The reproducible resource Automaticidad y fluidez further reinforces these skills by embedding morphological practice into structured fluency routines.

In grade 2, the materials include a variety of Spanish-language activities that support the development and review of morphological skills using connected and isolated text. For example, in Unidad 3, Semana 2, students engage in a structured lesson that introduces the suffixes *-ado/a* and *-ido/a* through explicit teacher modeling. Words such as *dormido, abrigada, aceitero,* and *bañera* are analyzed to identify root and suffix, with students discussing meaning and grammatical agreement. This morphological instruction is reinforced through phonics review involving diphthongs with *u*, such as in *cuadro, bueno, cuota,* and *actuar*, promoting fluency through pattern-based practice across word forms.

In grade 2, the materials offer structured cumulative review activities to support the encoding and decoding of morphemes in Spanish. For example, in Unidad 3, Semana 1, Día 2, the focus is on the suffixes *-ero* and *-era,* which help form nouns related to professions, places, or objects. The teacher models word formation with *camionero*, connecting the root *camión* to the suffix *-ero*, and then extends the practice with examples such as *florero, aceitero,* and *enfermera*. Students identify morphemes, discuss meanings, and generate new examples using the suffixes. Activities progress from isolated word analysis to sentence construction, reinforcing skills through repeated application in oral and written formats.

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 2, the materials include a variety of activities and resources authentic to Spanish that support decoding and encoding morphemes in both isolated and connected contexts. For example, in Unidad 8, students work with diminutive suffixes such as *-ita, -ito, -illa, -illo, -cita*, and *-cito* to build words like *casita* and *pancito*. Students first engage in conciencia fonológica by identifying syllables and sounds in isolated morphemes. They then apply these skills during structured tasks such as Oraciones en pareja, Lectura en voz alta, and guided reading of *textos decodificables*, which reinforce word structure and promote application of morphemes in meaningful reading contexts.

In grade 2, the materials include decoding and encoding activities that begin with isolated morphemes and progress to application in connected, decodable texts. In Unidad 3, Semana 3, students explore the suffix *-ería* through modeling and guided practice. The teacher introduces words such as *florería* and *zapatería*, prompting students to identify the root word and the added suffix. Instruction includes analysis of complex syllable structures like *triptongos* and *hiatos acentuados*, using examples such as *cacatúa, vigía,*

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and *vieira*. Students apply these patterns in reading the decodable text "La carta de Anaí" and in writing responses using newly acquired vocabulary, supported by the Leer y conectar routine for contextual reinforcement.

In grade 2, the materials provide structured opportunities for students to decode and encode words with morphemes in isolation and in authentic Spanish text. In Unidad 9, students develop morphological awareness through work with suffixes such as *-año, -eño, -ano, -ero, -és, -esa,* and *-ino*. Instruction begins with Conciencia fonológica: identificar sílabas y sonidos, where students break down words to analyze morphemes like *mexicano, panameño,* and *canadiense*. These decoding and encoding skills are then applied through oral reading, sentence generation, and interaction with textos decodificables that incorporate the same morphemic elements taught during isolated practice.

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