IMRA ✓
Instructional Materials
Review and Approval

Benchmark Education Company, LLC

Spanish Phonics, K

Benchmark Fonética (edición de Texas), K

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	**9798331846671**	**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	71	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	73 out of 73	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	7
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 kindergarten, the materials include a yearlong scope and sequence that clearly outlines the Texas Essential Knowledge and Skills (TEKS) and key concepts taught throughout the course. *Benchmark Fonética* includes an explicitly organized chart titled "Secuencia de enseñanza," which maps each instructional unit to the corresponding TEKS, ensuring consistent coverage and alignment. Additionally, Unidad 1: "Guía de ritmo sugerido" offers a week-by-week scope and sequence to support teachers in planning and pacing instruction across the academic year.

The materials include a scope and sequence that outlines the TEKS and key concepts addressed throughout the year. The "Benchmark Fonética: correlación a los estándares TEKS" provides a weekly breakdown of instructional focus areas. Each section in this document includes a direct link to the corresponding lesson and page number.

In kindergarten, the materials include a scope and sequence for Spanish Language Arts and Reading (SLAR) that aligns with the TEKS. The "Benchmark Fonética: Secuencia de enseñanza" outlines a systematic progression of phonics instruction, designed to support the development of foundational literacy skills. This resource follows a research-based sequence in which students build upon prior knowledge as they advance through grade-level expectations.

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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).

In kindergarten, the materials include a suggested pacing guide that supports effective implementation across various instructional calendars. For example, the Annual Pacing Calendar offers a yearlong overview with unit-by-unit pacing recommendations, enabling educators to adjust instruction according to their district's calendar and needs.

The materials include an annual pacing calendar, as outlined in "Benchmark Fonética 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 or coherence of the content. The pacing guides are designed to support consistent and effective instruction across the academic year, regardless of the total number of instructional days.

In kindergarten, the materials include a suggested yearly pacing calendar to guide instruction 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 identifies 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 kindergarten, the materials include a clear rationale for the sequence of phonological and phonemic awareness skills. The "Phonological Awareness Overview" explains that instruction begins with vowels because they are "easier to recognize and articulate," helping build early decoding skills. The sequence moves from basic tasks like syllable segmentation to more complex ones like phoneme manipulation. This progression supports reading and writing by aligning with oral language development and gradually increasing complexity.

In kindergarten, the materials include a rationale for the unit order and explain how concepts connect across the course. The *Benchmark Fonética* program follows a traditional syllabic approach for teaching Spanish phonics, beginning with the five vowels and progressing to open syllables using consonants that are easier for children to hear and blend. This sequence builds from simple to more complex skills. The scope and sequence outlines a step-by-step plan for introducing letters and guiding students toward mastery.

The materials present a systematic sequence for introducing phonological awareness concepts that build foundational literacy skills throughout the course. For example, students begin in Unidad 1 by identifying initial sounds in words and progress by Unidad 3 to identifying phonemes in initial, medial, and final positions. This structured progression from identifying, blending, and segmenting phonemes to more advanced tasks like adding, deleting, and substituting supports a coherent development of skills.

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

In kindergarten, the materials include weekly overviews that support internalizing key phonics concepts. The "Lecciones de fonética" tab provides daily lesson guidance organized by unit. Each lesson identifies specific learning targets and highlights teacher actions in bold, such as "Presentar y leer el poema," "Hablar con un compañero y escuchar," and "Reforzar los conceptos de lo impreso." Teacher instructions appear in blue text, while practical steps are outlined in black. Visual supports accompany each section to enhance teacher internalization and reinforce instructional routines.

In kindergarten, 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.

The materials include protocols and guidance to support lesson and unit internalization. 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.

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

In kindergarten, the materials provide resources for instructional leaders to support teachers in implementing the program as intended. For example, the program includes a document titled "12 Essentials for Phonics Success" that outlines critical components of effective phonics instruction. This overview serves as foundational guidance for leaders. 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

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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 observation. The document also includes a comment box and a next steps column for administrations to make observation notes.

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1.2 Unit-Level Design

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

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

The kindergarten materials in *Benchmark Fonética* include comprehensive unit overviews that provide a foundation of background content knowledge essential for effective literacy instruction. The unit overviews highlight several essential areas of expertise critical for successful instruction, including Spanish phonology (which encompasses vowel and consonant sounds, syllabication rules, and stress patterns). These overviews also offer a framework for understanding the developmental stages of literacy acquisition, such as recognizing letter names and sounds, and gradually building to more complex skills, such as word decoding and simple sentence reading.

In kindergarten, the materials include comprehensive unit overviews that provide essential background knowledge for effective instruction. For example, the "Secuencia de enseñanza" outlines a consistent three-part phonics routine within each unit. In the "Destrezas de Fonética" section, the routine includes: a *destreza primaria* that introduces the core skill for the week; a *vistazo previo/destreza avanzada* that previews or extends the skill; and a *repaso espiral*, where teachers revisit previously taught skills to reinforce retention and mastery.

The materials include academic vocabulary essential to teaching the unit components effectively. For example, in "Vistazo a una semana," there is a section titled "Desarrollar conocimiento y vocabulario," where the teacher models fluent reading while students develop prior knowledge and vocabulary.

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

In kindergarten, the materials provide consistent support for families in both English and Spanish across all units, helping families and caregivers actively support their child's literacy development at home. For example, in Unidad 1:" Conexiones con el hogar," Grade K, the English version of the family letter includes suggestions for reinforcing foundational phonics skills. In week 1, the letter highlights focus areas such as alphabet vowels, offering specific ways families can engage their child in practicing these skills at home.

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The kindergarten materials offer bilingual family supports throughout all units, enabling caregivers to reinforce literacy development at home. Resources are available in both English and Spanish and include targeted strategies for practicing foundational skills introduced in class. For example, the Spanish version of the family letter for Unidad 1: "Conexiones con el hogar" offers suggestions for reinforcing foundational phonics skills. In Semana 1: Vocales. Palabra de uso frecuente: yo, the letter provides specific strategies families can use to help their child practice these skills at home.

The materials include Spanish and English unit-based resources that support family engagement and reinforce student learning at home. For example, in Unidad 3, the Carta a la familia provides a home activity in which families help students practice identifying syllables in familiar words by clapping once for each syllable. This activity reinforces phonological awareness and allows families to participate in literacy development.

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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).

In kindergarten, the materials include comprehensive, structured, and detailed lesson plans required to meet content standards. For example, the materials provide lesson plans with clear daily objectives, tasks, and required materials. The "Lecciones de fonética" identifies the TEKS, the knowledge objective for the day, and the materials needed for both teachers and students.

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

The kindergarten lesson plans in *Benchmark Fonética* include comprehensive, structured, and detailed components, such as "Desarrollo de la lección," "Práctica guiada e independiente" (guided and independent practice), and "Evaluación preliminar" (initial assessment). Additionally, the lesson plans include embedded comprehension questions that serve as formative assessments. Within the section "Desarrollar la lección," teachers are prompted to ask questions such as: "¿Con qué sonido comienza esta palabra?" and "¿Qué sílaba escuchas al final?"

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.

In kindergarten, the materials include a lesson overview that lists the teacher and student materials necessary to effectively deliver each component of the lesson. For example, the lesson overview includes instructional materials such as alphabet sound and spelling cards, image cards, magnetic letters, and a musical resource. Within the e-book *Fundamentos de la lectura*, Vol. 1, pág. 2, the materials listed are

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Tarjetas de sonido y deletreo: Aa, Tarjeta de imagen: ala, Tarjetas de letras o letras magnéticas, and Recurso musical: 123 Andrés–Canción del abecedario.

The kindergarten materials include guidance and recommendations for the suggested timing of each lesson component within the instructional steps. For example, in Unidad 1, Semana 1, Día 1, the lesson plan outlines the time allocation for each segment. Under the component "Desarrollar el conocimiento y vocabulario," the suggested duration is 10 minutes, providing teachers with a structured time frame to introduce new vocabulary and activate prior knowledge.

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

In kindergarten, the materials offer guidance on the effective use of homework. For example, each unit provides a "Conexión entre el hogar y la escuela," offering families specific strategies to reinforce learning at home. These home-school connection letters include suggestions aligned with classroom instruction, helping caregivers support literacy development outside the classroom.

The kindergarten materials include guidance on the effective use of lesson materials for extended practice, with clear instructions that help streamline lesson planning and reduce guesswork in assigning homework. For example, a family letter in English and Spanish, "Conexiones con el hogar," is found in the "Home–School Letters and Activities" section. The letter provides an activity calendar with page numbers and a game families can play together to help reinforce classroom learning at home. The letter lists the skill focus for each of the three weeks and mentions a book students will take home to read with their families.

The materials offer enrichment opportunities that promote deeper learning and language development. For instance, in Unidad 2, Día 2, an activity titled Todos somos diferentes encourages students to engage in discussion and reflection, fostering social awareness and oral language skills through extended learning tasks.

In kindergarten, the 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 activities. These components support enrichment and allow teachers to extend learning based on student needs.

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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 kindergarten, the materials provide a variety of diagnostic assessments for the beginning, middle, and end of the year. These assessments support early identification of student needs and track foundational literacy development. For example, the "Plan para la evaluación de la conciencia fonológica" includes tasks such as identifying the number of words in a sentence, recognizing rhyming words, and combining syllables. Another tool, "Díagnóstico: 248 palabras de uso frecuente," allows teachers to monitor progress with high-frequency word recognition through timed readings. Additionally, the "Recursos de evaluación y diagnóstico" offers further diagnostic tasks, including matching initial sounds to images such as *abeja* for *Aa* and identifying rhyme patterns such as *cuña*, *pupa*, and *suma*. These instruments reflect a range of task types and question formats, establishing a comprehensive baseline for instruction.

The materials include formative assessments, which are embedded within instructional routines that vary in types of tasks and questions. For instance, the "Formulario de observación del estudiante" enables teachers to document anecdotal notes as students participate in core literacy activities, helping educators make on-the-spot instructional decisions. In Unidad 1, students orally blend onset and rime using picture cards while teachers assess their understanding through verbal responses, offering immediate feedback. The materials incorporate oral prompts such as "¿Qué sonido escuchan al principio de la palabra padres?" and kinesthetic activities like clapping syllables.

The materials include summative assessments at the end of units that vary in types of tasks and questions. In Unidad 2 of the Sistema de recursos para maestros, students complete an Evaluación acumulativa de ortografía, which requires them to articulate letter sounds in targeted words. They also engage in a Fluidez acumulativa assessment, where they read from prepared word and sentence lists to

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demonstrate reading accuracy and automaticity. Additional components, such as dictation tasks and a Registro de fluidez, further capture students' progress in applying phonics patterns. These summative assessments use a mix of question formats such as yes/no, open-ended, and performance-based.

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

In kindergarten, the materials define the types of instructional assessments and clarify their purposes. For example, teacher-facing materials such as the *Guía del maestro*, "Recursos de evaluación y diagnóstico," and unit overviews identify three assessment types used across grade levels. Díagnostic assessments determine students' prior knowledge and skills in phonological awareness and phonics. In the beginning-of-year (BOY) diagnostic assessment (Unidad 1), the teacher guide states that activities aim to "identificar fortalezas y áreas de oportunidad en el desarrollo fonológico de los estudiantes." Formative assessments are embedded in daily lessons and function as checkpoints, allowing for instructional adjustments. Summative assessments, administered at the end of instructional units, measure student mastery in decoding, spelling, and phonemic awareness. These definitions are found in the front matter of the teacher guides and are revisited in assessment-specific sections.

In kindergarten, the materials describe the intended purpose of various instructional assessments. In the "Recursos de evaluación y diagnóstico," the introduction details when and how each tool supports evaluation or progress monitoring. The phonological awareness assessment, adapted by Wiley Blevins, is described as a summative measure to identify students needing phonological support. The one-minute oral fluency assessment uses short texts for diagnostic evaluation of reading rate and comprehension.

The materials describe the purpose of various types of assessments within the program. For example, Silvia Reyes's Comprehensive Phonics and Spelling Tests assess decoding and spelling skills through word reading and dictation. High-frequency word diagnostics measure student recognition of commonly used Spanish words. Additionally, supplementary tools, including informal observation forms, progress monitoring checklists, and student self-tracking sheets, support continuous data collection.

In kindergarten, the materials include the intended purpose of the types of instructional assessments. The introduction identifies several assessment types within the "Recursos de evaluación y diagnóstico" section. For example, assessments in phonological awareness help determine which students need additional support. One-minute oral fluency assessments, available at each grade level, incorporate fictional and informational texts. High-frequency word assessments are offered in two formats—100 and 248 common words—to evaluate recognition. Furthermore, in Vistazo al programa, units include formative assessments to monitor student progress on a weekly basis and spiraled phonics instruction.

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

In kindergarten, the materials include teacher guidance to ensure consistent and accurate administration of instructional assessments. Both the *Guía del maestro* and "Recursos de evaluación y diagnóstico" provide standardized procedures to support uniform implementation across classrooms. Teachers are given explicit, step-by-step directions for introducing each task, modeling the skill, and using instructional aids such as sound cards or picture prompts. Sample scripts are included to ensure consistency, such as: "¿Cuál es el primer sonido de la palabra 'uña'? /u/."

The materials include teacher guidance to ensure accurate administration during BOY, middle-of-year (MOY), and end-of-year (EOY) windows, recommended testing windows, and guidance on pacing and alignment across campuses. For example, in Unidad 1, fluency tasks include clear instructions such as selecting the appropriate text, providing a brief student introduction, and observing performance using a reproducible scoring guide.

In kindergarten, the "Evaluaciónes" tab includes teacher guidance that supports consistent and accurate assessment administration. For example, the Procedimiento para evaluar la fluidez includes detailed teacher guidance for what to say and how to observe student responses. The structured format and repeated assessment tasks across Unidades 2–10 reinforce reliability and comparability of results.

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

In kindergarten, the materials provide diagnostic assessments that are explicitly aligned with the SLAR TEKS for phonological awareness and phonics. The assessments found in the "Recursos de evaluación y diagnóstico" match the instructional objectives outlined in the unit guides. For example, in Unidad 1, diagnostic tasks include identifying syllables, recognizing initial sounds, and matching rhyming words, which align with TEKS K.2A and K.2B to support the goal of developing sound awareness. Beginning-of-year assessments evaluate recognizing rhyming words and counting words in sentences, reflecting both TEKS and unit-level foundational literacy objectives.

Formative assessments are embedded in daily instruction and aligned to the lesson-level objectives and SLAR TEKS. For instance, in Unidad 1, Semana 2, students blend onset and rime using visuals and oral prompts, which supports the lesson objective of building syllabic fluency. This assessment is aligned to TEKS K.2C; students are expected to demonstrate and apply spelling knowledge by spelling common letter-sound correlations (e.g., CV, VC, CCV, CVC, VCV, CVCV, CCVCV, CVCCV).

Summative assessments are aligned to the TEKS and the specific instructional objectives for each unit. The "Correlación a los estándares TEKS" resource maps cumulative assessments by week and skill, with direct TEKS references. For example, in Unidad 5, Semana 1, the assessment focuses on TEKS K.2C(ii):

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Reconocimiento de sonidos y ortografía. Students are instructed to repeat a word, break it into syllables, use it in a sentence, and write it—demonstrating their mastery of the phonics and spelling concepts taught that week.

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

In kindergarten, the materials include TEKS-aligned assessment items that reflect at least two levels of complexity. For example, in Unidad 1, Semana 3, students complete foundational phonemic awareness tasks aligned to Level 1 complexity. These include matching pictures to initial sounds, such as selecting an image that begins with the /a/ sound (e.g., *abeja*) and identifying rhyming word pairs such as *mapa–tapa, tomate–aguacate*. At Level 2 complexity, the materials assess developing phonics skills through both formative and summative tasks. These include blending phonemes to form syllables (e.g., /m/ + /a/ = ma), segmenting spoken words into syllables (e.g., ca–sa), and writing dictated letters or syllables in response to teacher prompts.

Materials provide instructional assessments that include TEKS-aligned tasks across a continuum of complexity. For example, the Prueba integral de fonética begins with open vowel syllables (*sílabas vocálicas y abiertas*), then progresses to closed syllables (*sílabas cerradas*), blends (*sílabas trabadas*), diphthongs, and ultimately multisyllabic combinations. This sequence supports teachers in tracking student development from foundational decoding to more advanced phonics proficiency.

Instructional assessments are structured to reflect a broad range of cognitive demands and align with grade-level TEKS. The "Recursos de evaluación y diagnóstico" includes 17 unique assessment tasks that span multiple levels of Bloom's taxonomy. These range from tasks such as Identificar el número de palabras (Remembering), Reconocer la rima (Understanding), and Combinar sílabas para formar palabras (Applying).

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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 kindergarten, the materials include instructional assessments and scoring information that guide teachers in interpreting student performance in foundational reading. For example, the "Recursos de evaluación y diagnóstico: Evaluación de fluidez oral de un minuto" provides a Rúbrica de fluidez en la lectura oral. This rubric supports teachers in scoring students from 1–4 in the following areas: Fraseo y fluidez, Entonación, and Comprensión. The rubric includes scoring guidance such as, "1–2: El estudiante no ha alcanzado un nivel adecuado de fluidez con respecto al nivel del pasaje; 3: La fluidez se está perfeccionando; 4: Se ha alcanzado una lectura fluida."

Instructional assessments within the "Recursos de evaluación y diagnóstico" provide scoring information that offers a breakdown of individual student performance. For example, the tool "Siguientes pasos en la evaluación de la conciencia fonológica" offers interpretive guidance for the skill Identificar el número de palabras. Students who score 0–6 need intensive instruction, those who score 7–8 need continued practice, and scores of 9–10 indicate sufficient development. Similar tiered guidance is provided for other skills, such as Sílabas vocálicas y sílabas abiertas.

Materials include assessments for phonological awareness that guide teachers in interpreting student performance. Each skill, such as Identificar el número de palabras, Reconocer la rima, and Combinar sílabas para formar palabras, uses tiered performance indicators: 0–6 correct answers signify a need for intensive instruction; 7–8 indicate continued practice is needed; and 9–10 suggest the skill is developed.

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

In kindergarten, the materials offer guidance on using the included tasks and activities to address student performance trends on assessments. For example, the "Recursos de evaluación y diagnóstico," Prueba integral de fonética, Determinar el nivel de apoyo adicional, guide next steps based on student results. For the skill Sílabas vocálicas y sílabas abiertas, the scoring 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

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de destrezas. De lo contrario, pase a la siguiente sección; 0–6 correctas: Comience la instrucción en este conjunto de destrezas."

Materials provide direction on how to use embedded tasks and activities to respond to patterns in student assessment performance. For example, within the "Sistema de recurso para maestros: evaluaciónes acumulativas," teachers administer the summative assessment in Unidad 2 and are provided with next steps. The guidance instructs teachers to select skills not mastered, form small groups based on those skills, and use lesson components such as word formation, dictation, and decodable texts to reinforce learning.

The *Benchmark Fonética* program for kindergarten provides teachers with explicit, structured guidance on how to respond to assessment data using instructional tasks and activities. After each phonological awareness assessment, teachers analyze student results based on three performance levels as outlined in the "Recursos de evaluación y diagnóstico." For example, 0–6 correct requires intensive instruction, 7–8 correct indicates a need for additional practice, and 9–10 correct shows sufficient development. In Unidad 2, Semana 3, Día 1, students learn to count words in a sentence for intensive instruction. Additional guided oral segmentation activities extend the lesson based on student responses.

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 kindergarten, materials include tools for teachers to monitor student progress and growth. For example, the "Recursos de evaluación y diagnóstico" contains the "Formulario de observación del estudiante," which guides teachers to observe students while reading aloud, use prompts to respond to errors, and record observations under "Notas generales." Teachers prompt students with guidance such as "Pasa el dedo por debajo de cada letra mientras dice el sonido" and evaluate progress using a three-point scale: one means not observed, two indicates developing, and three reflects observed proficiency.

The *Benchmark Fonética* program includes tools for both teachers and students to monitor and reflect on phonological awareness and phonics progress over time. These tools are embedded in the "Recursos de evaluación y diagnóstico," where assessments measure skills such as Identificar el número de palabras and Combinar sílabas. Teachers use a three-tier rubric that states: 0–6 correct responses suggest a need for intensive instruction, 7–8 reflect the need for additional practice, and 9–10 indicate the skill is developed. For students, in Unidad 2, Semana 3, Día 5, the Repaso en espiral: Las vocales routine encourages self-reflection through repetition and oral prompts like "¿Cuál vocal reconoces?," helping students evaluate their understanding and growth.

Materials include tools for students to track their own progress and growth. Under the "Herramientas de supervisión del progreso para los estudiantes" tab in the "Formulario de observación del estudiante," students use a chart to log high-frequency words they have learned. The chart accommodates up to 100 words and includes bar graphs to help students visualize growth.

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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 kindergarten, 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 Unidad 3 Sistema de recursos para maestros, Lecciones de fonética, Semana 1, Día 1, the section titled "Práctica independiente y grupos pequeños" instructs teachers to do the following: "Para los estudiantes que no cumplan con las expectativas del grado, utilice las pruebas de conciencia fonológica, fonética y ortografía del programa para obtener datos de las fortalezas de sus estudiantes y de las destrezas que necesitan aprender." Suggested supports for small group instruction also include differentiated activities, such as using weekly high-frequency word cards and letter cards to build target words.

Materials provide teacher guidance for differentiated instruction, scaffolded lessons, and activities to support students who have not yet reached proficiency on grade-level content and skills. For example, in Actividades diferenciadas de conciencia fonológica, the routine Rutina de combinar sílabas provides structured modeling and guided practice that supports the development of early phonological skills. Students engage in blending exercises where they combine phonemes to form syllables, such as /m/ and /o/ forming *mo*, which repeats to form the word *Momo*, or /p/ and /a/ forming *pa*, repeated to form *papa*. In another routine, Rutina de identificar rimas, students practice recognizing rhyming words like *piña* and *niña*, or *pato* and *gato*. These lessons provide built-in scaffolds through direct instruction, visual cues, and sentence-level oral practice.

Additionally, 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.

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For instance, in Unidad 1, Semana 2 of the *Benchmark Fonética* program, teachers revisit syllables *ma, me, mi, mo,* and *mu* using syllable cards that support tactile and visual engagement. The *Teacher's Guide* provides prompts for modeling and repetition, including guidance such as: "guardar las tarjetas y dictar cada palabra sin mostrarla," allowing students to rely on auditory decoding and internalized sound-symbol associations. Teachers use varied formats, such as choosing between writing and forming syllables with manipulatives to match student readiness. Additional scaffolded resources include targeted syllable practice (Leer sílabas) and word decoding routines (Leer palabras) for students requiring more support. Simplified reteaching versions focus on fewer syllables and extend the blending and dictation sequence.

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 kindergarten, the materials include pre-teaching and embedded supports for unfamiliar vocabulary and textual references. For example, in Unidad 4, Lecciones de fonética, Semana 1, Día 1, before reading the text "Un fabuloso amigo," teachers introduce students to key vocabulary using a visual word bank with terms such as *libro, amigo,* and *páginas*. During and after reading, the materials support comprehension through structured discussions, such as: "Pida a los compañeros que comenten las claves del texto que los ayudaron a saber por qué un libro es un fabuloso amigo."

Materials include pre-teaching and embedded supports for unfamiliar vocabulary and references in text. For example, in Unidad 1, Semana 1, Día 1, the lesson begins by activating student curiosity and background knowledge through a read-aloud of a poem. The teacher introduces rhythmic elements and phonemic repetition, such as the recurring phrase "A-E-I-O-U," and models expressive reading of lines like "La urraca chilló" and "la urraca voló" to provide guided exposure to figurative language and sound structure.

To support comprehension, the kindergarten materials offer embedded strategies and pre-teaching routines for unfamiliar vocabulary and references in texts. For example, in Unidad 8, Semana 2, before reading the decodable text "Con lluvia, con sol, "the teacher pre-teaches the meanings of the words *calle, falla, lleven,* and *llevar*. The materials state, "Repita la rutina con cada palabra. Para apoyar la comprensión de los estudiantes del texto decodificable, enseñe previamente el significado de cada una de estas palabras." The words include both multiple-meaning nouns and verb forms, which are clarified in advance. The poem also includes seasonal and descriptive academic vocabulary such as *primavera, invierno,* and *lluvia*. Teachers are supported with suggestions to use movement, tone, and real-life connections (e.g., "¿Qué hacemos cuando llueve?") to deepen understanding. On Día 4, students use high-frequency words learned earlier in the week—*está, se*—to reinforce word recognition and support fluent reading of new texts.

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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.

Kindergarten resources include teacher support for extending learning through enrichment and differentiated activities designed for students performing above grade level. For example, in Unidad 1 and Unidad 3 of the Sistema de recursos para maestros, there is a "Recurso de fonética para estudiantes avanzados" designed specifically for advanced learners. In Semana 1, Día 2, teachers complete the following enrichment activity: "Elija 10 letras (5 consonantes y 5 vocales). Pronuncie el sonido de cada letra. Pida a los estudiantes que escriban la letra," promoting phoneme-grapheme mapping through auditory and written practice. In Semana 3, Día 5, the enrichment continues with: "Como actividad avanzada adicional, agregue las siguientes palabras y oración: sale, sala; Susi sale sola," providing opportunities to apply complex spelling patterns.

In kindergarten, the materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. For example, in Unidad 1, the "Recurso de fonética para estudiantes avanzados" provides a 30-week plan with activities designed to extend learning. On Día 1, in addition to forming syllables, students write sentences using high-frequency words in their notebooks, promoting independent word use and sentence construction. From Días 2–5, proficient students reread decodable texts aligned with the week's advanced skill, reinforcing fluency and comprehension. In Unidad 2, Semana 1, Día 1, small group lessons allow students to manipulate and transform words such as *Tuti, tema, Tito,* and *pata*, replacing one syllable at a time to form new words. More advanced activities include forming and analyzing multisyllabic words like *dino, nada,* and *dedo*, supporting decoding through targeted word analysis.

Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills. For instance, in a lesson on rhyme recognition, students analyze word pairs like *pato* and *gato*, segmenting syllables and identifying the shared ending -*ato*. Teachers prompt analysis through oral questioning, such as "¿Qué sonidos escuchamos al final de las palabras pato y gato?" During guided practice, the teacher models sound blending: "Los sonidos /p/ y /a/ forman la sílaba pa. Si repetimos la sílaba pa, ¿qué palabra tenemos?" Proficient students create new words by altering syllables (e.g., *palo, pasa*), segment and blend longer words (e.g., *papalote*), and compare similar syllables (e.g., *pa* vs. *ba*). Additional activities like phoneme deletion—"Escuchen: casa. Voy a eliminar el sonido /k/ para formar asa"—provide targeted instruction in advanced phonemic manipulation and support complex skill development beyond core lesson objectives.

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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 kindergarten, the materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concepts to be learned. For example, in Unidad 5, Semana 3, Día 3, the teacher models phoneme segmentation using the following prompts: "Escuchen esta palabra: par. ¿Qué sonidos forman esta palabra? (/p/ /a/ /r/) Correcto. Voy a decir otras palabras para que me digan sus sonidos: ver. (/b/ /e/ /r/) Correcto. mar. (/m/ /a/ /r/)." The teacher then reviews previously learned letter-sound correspondences: "Esta es la letra r, que nosotros ya conocemos. ¿Recuerdan qué sonido representaba la letra r al final de una palabra? (/r/) Correcto."

Materials provide explicit prompts and teacher guidance to support modeling and explaining key concepts to students. For example, in Unidad 3, Semana 1, Día 1, the teacher introduces the poem "Yo sigo las reglas" and invites students to observe the images and make predictions about the content. Following the reading, students discuss text clues that support their understanding with prompts such as: "Pida a los compañeros que comenten las claves del texto que los ayudaron a saber por qué un libro es un fabuloso amigo." During a second reading, students mimic the character's behavior, reinforcing comprehension and character analysis.

At the kindergarten level, the materials provide direct prompts and explicit guidance to help teachers model and explain the concepts students are expected to learn. For instance, in Unidad 2, Semana 1, Día 2, under "Combinar sonidos y sílabas para formar palabras," the lesson follows a repasar, demostrar y practicar model. Teachers first review the /s/ sound and its combination with vowels to form syllables like *sa, se,* and *si*. During the demostrar phase, the teacher models blending with a pocket chart, for example: *so + sa = sosa*, while explaining that vowels can function independently as syllables in Spanish. In the practicar phase, students practice new word formations like *seso, soso,* and *uso*, with teacher support and corrective feedback.

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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 kindergarten, the materials include teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. For example, in Unidad 2, Semana 2, Día 2, during direct instruction, the materials include the following teacher prompt: "Vamos a combinar sonidos para formar sílabas. Escucha estos dos sonidos /l/ /a/. Cuando combino estos sonidos formo la sílaba la." Students then practice combining additional sounds, such as /l/, /i/, to produce *li*. For decodable text practice, the teacher guidance is, "Pida a los estudiantes que abran la página 18 de Mi lectura y escritura. Guíalos a través de la lectura de '¡Toma, Lola!' Lea el título. Pídales que lean el texto en voz baja mientras usted camina y los escucha. Proporcione apoyo en función de sus observaciones."

The kindergarten materials provide teacher guidance and instructional recommendations to support lesson delivery and engage students through varied approaches, such as games and sentence frames. For example, in Unidad 5, Semana 1, Día 3, students turn to *Mi lectura y escritura* and draw or write objects that begin with the letter *v*, using posters or logos as references. Teachers reinforce phoneme-grapheme correspondence with syllable cards: *va, ve, vi, vo, vu*, in an engaging, interactive review. In Unidad 6, Semana 1, Día 3, students participate in a class game using high-frequency words, where two students face away from the board while classmates read a displayed word aloud. Afterward, the teacher dictates the words, and students self-correct after writing. During the Yo dibujo y escribo segment, students complete a sentence completion activity with sentence frames like "Cuqui no quiso ___."

To support effective lesson delivery, the kindergarten materials include teacher guidance and recommendations for using diverse instructional methods. For instance, in Unidad 7, Semana 1, teachers are guided to use syllable cards *ya, ye, yi, yo, yu* to reinforce phonological patterns through a tactile, visual activity. Teachers also receive flexible planning prompts, such as: "Dependiendo del tiempo disponible para los grupos pequeños y basándose en las necesidades de sus estudiantes, escoja una o más de las siguientes actividades del banco de juegos."

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 kindergarten, the materials support multiple types of practice and include guidance for teachers and recommended structures to support effective implementation. For example, in Unidad 3, the teacher leads guided practice by prompting students to identify initial sounds. The teacher states, "Diga el primer par de palabras. Pida a los estudiantes que identifiquen la palabra que comienza con /s/." Collaborative practice is supported during peer activities, while independent practice options include rereading decodable texts or watching letter-sound videos, such as la "Canción de la S."

The kindergarten resources provide structured guidance and a variety of practice types to help teachers implement lessons effectively. For example, in Unidad 7, Semana 1, Día 1, students engage in small-group and independent tasks, such as rereading the decodable text from *Mi lectura y escritura* or using letter and word cards to form target vocabulary. In a guided segment, the teacher models the /y/ sound using words like *yogur* and *yema*, prompting repetition and hand signals to reinforce auditory discrimination. Similarly, in Unidad 8, Semana 1, Día 1, during small-group instruction, students use high-frequency word cards to build words like *pero* and *cada*, while the teacher uses visual cues and prompts to facilitate recognition and application.

To support effective lesson delivery, the kindergarten materials offer teacher guidance and recommended structures for implementing various types of practice. For example, in Unidad 2, Semana 2, Día 1, under "Práctica independiente y grupos pequeños," students not in small groups engage in paired and independent practice, such as rereading decodable texts, using phonics song videos like la "Canción de la L," manipulating letter and word cards, and completing handwriting practice. Teachers integrate multisensory strategies during small-group instruction (e.g., "pida a los estudiantes que digan el nombre/sonido al escribir la letra") to reinforce phoneme-grapheme correspondence. These routines are designed for use in whole-class, small-group, and individual settings to support differentiated instruction.

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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.

The kindergarten materials provide implementation guidance to help teachers use them effectively in state-approved bilingual and ESL programs. For example, in Unidad 3, "Recursos adicionales," under "Guía de implementación en el salón bilingüe y programas de doble inmersión," teachers are advised to activate cross-linguistic connections: "Ustedes ya aprendieron esta letra en inglés. La letra Ss hace el mismo sonido en ambos idiomas, /s/. Ahora vamos a repasarla en español para poder leer y escribir sílabas y palabras que la contengan." The guide also references English-language materials (e.g., *Benchmark Phonics: Grade K*, Unit 2, Week 1) to support biliteracy alignment and dual-language coordination. Similarly, in Unidad 4, Semana 3, teachers use observation data to identify areas where students need reinforcement across languages, such as reviewing the /d/ sound, which varies subtly in pronunciation between English and Spanish.

In kindergarten, the materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual and ESL programs. For instance, in Unidad 1, the bilingual implementation guide prompts teachers to connect prior knowledge about the alphabet across languages: "The English alphabet has many similar letters to the Spanish alphabet. Now, we will review all the letters and their sounds so you can read and write them in English." In Semana 2, the lesson on letter *Mm* includes language transfer strategies such as cognate connections (*music–música, melon–melón*) and articulatory contrast support. Teachers are guided to say, "You are learning the letter Mm in Spanish. The letter Mm makes the /m/ sound. This sound is the same in both English and Spanish."

Kindergarten instructional materials include clear implementation guidance that assists teachers in delivering lessons within state-approved bilingual and ESL programs. For example, the "Teacher's Resource System" includes a bilingual implementation guide with sample biliteracy schedules for both 50/50 and 90/10 dual language models. The 50/50 model divides the literacy block evenly between

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Spanish and English, while the 90/10 model prioritizes Spanish with integrated English components as time permits. Both schedules provide guidance on sharing key instructional components—such as phonics, vocabulary development, and small-group routines—across languages. Teachers also use the "Guía de implementación bilingüe" to support cross-linguistic transfer and metalinguistic awareness to support skills in both English and Spanish within an aligned biliteracy framework.

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 kindergarten, the materials include embedded guidance for teachers to support emergent bilingual (EB) students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse. For example, in "Routines and Strategies for Supporting Multilingual Learners," materials guide teachers to use bilingual picture dictionaries by creating and displaying charts that depict key vocabulary in both the target language and students' home language. The preview-review strategy provides scaffolds for introducing key concepts in students' primary language before instruction in the target language, then reviewing vocabulary and concepts afterward to reinforce learning. The materials also guide teachers to use bilingual pictorial charts by presenting visuals and labeling them in the target language with additional labels in the home language to strengthen language connections and concept comprehension.

Materials include embedded guidance for teachers to support EB students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse. For example, "Multilingual Learners Resource/Basic Language Functions Frames" provide structured sentence frames in English and Spanish such as, "I need ___ / Yo necesito ___." In addition, thinking prompts provide scaffolded questions and sentence starters such as "What is it? It is ___" or "It reminds me of ___," to guide students in oral academic discussions.

Additionally, the materials include embedded guidance for teachers to support EB students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse. For example, in "Multilingual Learners Resources," the routine Leer un cuento en voz alta guides teachers through previewing a text to activate background knowledge, modeling fluent reading with guided prompts that connect illustrations to text, and leading structured discussions using sentence frames to retell events. For written discourse, the Escritura compartida routine supports students in generating sentences with the aid of word banks, sentence frames, and visual supports. Teachers model writing strategies and incorporate students' home languages to promote metalinguistic awareness and cross-linguistic transfer while supporting comprehension and vocabulary development.

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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.

The kindergarten materials support dual language immersion programs and provide resources that outline opportunities to address metalinguistic transfer from English to the partner language. For example, in "Routines and Strategies for Supporting Multilingual Learners," teachers are introduced to the concept of cross-language transfer, where content learned in one language supports learning in another. Cummins (2000) explains this as a common underlying proficiency that includes cognitive, language, and metalinguistic skills accessible across languages. The materials also describe "bridging" as defined by Beeman and Urow (2013) as an instructional moment when teachers purposefully connect both languages to foster metalinguistic awareness. For example, teachers engage students in contrastive analysis activities and reinforce the equivalency principle by showing how the same concept uses different vocabulary in each language.

In kindergarten, instruction is designed for dual language immersion programs and integrates resources and embedded guidance to support metalinguistic transfer from English to the partner language. For example, in "Recursos adicionales," the instructional guidance provides explicit comparisons between English and Spanish phonology and orthography. The teacher explains, "Las vocales en inglés no tienen los mismos sonidos que en español. Ahora, aprenderemos los nombres y sonidos de las vocales para que las puedan leer y escribir en español." Similarly, when teaching the English alphabet, teachers are encouraged to connect to Spanish: "You are learning about the alphabet in Spanish this week. The English alphabet has many similar letters to the Spanish alphabet." Students also build transferable vocabulary using running lists of cognates such as *trompeta/trumpet, piña/pineapple,* and *melón/melon*, reinforcing phonological and lexical awareness across languages.

The kindergarten program emphasizes dual language immersion and includes resources that identify opportunities for addressing metalinguistic transfer from English to the partner language. For example, in the "Teacher's Resource System," under Unit 7, Week 1, Day 1, the section "Transferencia de sonido y articulación entre español e inglés" highlights positive sound and spelling transfer opportunities between both languages. Teachers are guided to use cognates like *yoyo/yoyo, yogur/yogurt,* and *yate/yacht* to help students recognize familiar patterns. The "Dual Language Implementation Guide" chart outlines phonics skills across 10 units and categorizes them as positive or negative transfer opportunities. It also provides sound-spelling cards, contrastive analysis tools, and instructional prompts that support educators in connecting phonics instruction in English and Spanish.

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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 kindergarten, the materials include systematic phonics instruction that builds students' phonics skills. For example, lessons follow a sequence that begins with foundational concepts, such as recognizing letters in context and identifying initial sounds in monosyllabic words. The *Benchmark Fonética Grados K–3* "Secuencia de enseñanza" outlines a yearlong progression starting with letters *Aa–Gg* in Lección 3 and moving through *Ññ–Tt* by Lección 5. Each lesson supports phonological awareness through tasks such as segmenting and identifying syllables and gradually introduces letter-sound correspondences. Teachers scaffold instruction using predictable routines that include modeling, student repetition, and application in word and sentence contexts.

Materials follow a systematic and explicit sequence for teaching phonics skills, progressing from sound recognition to syllable formation and word building. By Lección 9, students begin forming direct consonant-vowel (CV) syllables through blending routines, such as combining /m/ with /e/ to make *me*, and by Lección 13, they build two-syllable words like *pala* and *pozo*. For instance, in Unidad 1, Semana 3, Día 1, the teacher introduces the consonant /p/, models its articulation, and blends it with vowels to form syllables such as *pa* and *pe*. These syllables are then used in connected word-building tasks. Instructional routines integrate oral blending, sound isolation, and letter tile manipulation to reinforce sound-symbol relationships and promote fluency.

In kindergarten, materials include systematic and sequenced instruction of phonics skills that progresses from simple to more complex tasks. The materials provide a phonological awareness scope and sequence that begins with easier skills, such as rhyme identification, before introducing oral segmentation and syllable manipulation. Activities are intentionally designed to move from larger sound units to smaller phonemic elements. The scope and sequence also integrates repeated opportunities to categorize sounds, ensuring cumulative practice and long-term retention.

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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 kindergarten, the materials include explicit and direct practice opportunities for phonics (sound-symbol correspondence) skills in isolation. Lessons guide teachers with scripts and modeling routines that focus on phoneme articulation, sound identification, and syllable formation. For instance, in Unidad 2, Semana 2, Día 2, teachers prompt students to identify initial sounds in words like *lata* and *lupa*, write the corresponding letter, and then produce the sound aloud. Similarly, in Unidad 1, Semana 1, Día 1, students are guided through articulating the vowel Aa and blending it into syllables such as a-la to form *ala*. These lessons include visual aids, articulation cards, and kinesthetic actions to reinforce phonics skills across multiple modalities.

Materials also offer ongoing and intentional practice opportunities through decodable texts that reinforce the targeted phonics skills. After isolated instruction, students apply what they have learned using texts such as "¡Toma, Lola!" and "Mi mamá me mima," which contain high-frequency syllables aligned with the weekly focus (e.g., /m/ and /l/ sounds). Teachers are guided to support students with rereading routines, targeted word hunts, and sentence-building activities. For example, students identify syllables like *ma*, *pa*, or *sa* within decodable stories, then use these syllables to form new words or sentences.

Additionally, the materials include direct, explicit instruction in phonics that is intentional and effective in developing foundational reading skills. Instruction includes repeated engagement with decodable texts throughout the week, spiral review of prior phonics patterns, and multisensory strategies. Word work routines such as syllable sorting, sound mapping, and guided sentence writing are embedded. For example, in Unidad 4, Semana 3, Día 4, students write complete sentences using previously learned sounds (e.g., *Veo la luna bonita*), with teacher modeling that breaks down each syllable for encoding.

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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 kindergarten, the materials provide daily phonics lessons that include detailed teacher guidance for explicit modeling. Each lesson begins with teacher scripts to introduce the target sound, demonstrate correct articulation, and model syllable blending. For example, in Unidad 3, Semana 1, Día 1, the teacher is guided to model the /d/ sound using the words *dama* and *dedo*, prompting students to repeat the initial sound and make the corresponding gesture. Similarly, in Unidad 4, Semana 1, Día 1, the teacher models the /f/ sound with words like *fino* and *fama*, asking students to repeat and identify the initial sound using the visual "Señal del sonido inicial."

The kindergarten materials include daily lessons with explicit phonics instruction and teacher modeling. For instance, in Unidad 3, Semana 1, when introducing the /s/ sound, the teacher uses picture cards and models articulation using the word *soga*. Students practice tracing the letter *S* in the air while watching the "Canción de la S" video. In another lesson, the teacher models how to form syllables with the letter m—such as *ma*, *me*, and *mi*—using the language: "Escuchen: /m/ /a/ — ma. Ahora repitan conmigo."

Materials include explicit phonics instruction with teacher modeling. In Unidad 2, Semana 2, during a lesson on the consonant *p*, the teacher models articulation by saying, "Vean cómo mis labios se juntan para hacer el sonido /p/," before introducing syllables such as *pa*, *pe*, and *pu*. This instructional sequence is consistently applied across units, with students introduced to new phonics patterns through daily, systematic modeling through teacher scripts.

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

In kindergarten, the materials provide teacher guidance for immediate feedback. In kindergarten, the materials include frequent opportunities to apply new phonics skills to connected texts through decodable reading and follow-up writing tasks. For example, in Unidad 3, Semana 3, Día 4, after a lesson on syllables with *m*, students read the decodable text "Mi mamá me ama," which includes words with recently taught syllables such as *ma, me,* and *mi.* The teacher then prompts students to underline words with the target syllables and guides them in writing a sentence using one of the words from the text.

These activities appear regularly throughout the units to provide practice that connects phonics instruction with reading and writing.

Materials integrate structured opportunities for immediate and corrective feedback within each guided instruction segment. For example, in Unidad 2, Semana 1, students blend syllables such as *ta* and *to* to form words like *toma*. If a student misreads a word, the teacher uses the Comentarios para la corrección y apoyo routine to model the correct sound, guide the student step-by-step, and reintroduce the skill. Prompts such as "Ese sonido no es correcto. Vamos a decirlo juntos: /mmm/, me" help isolate errors and respond to misconceptions.

Daily lessons include opportunities for guided instruction with corrective feedback. In Unidad 3, Semana 2, students work with syllables like *nu* or *ne*. The teacher asks clarifying questions, such as "¿Hiciste el sonido correcto?" to prompt self-monitoring. If students struggle, the materials suggest scaffolding strategies and re-modeling the target skill using examples and group-based instruction. These supports are noted in the teacher guide margins and structured within the lesson.

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

In kindergarten, the materials provide a variety of opportunities for students to practice phonics skills through collaborative learning. Daily lessons incorporate partner work, small-group interaction, and whole-class participation. For example, in Unidad 3, Semana 2, students engage in choral reading of decodable texts like "Suma en la sala," followed by comprehension discussions that integrate phonics-based vocabulary. Lessons also include songs such as "Canción de la S," which are used in group settings to reinforce sound-symbol relationships.

Materials offer opportunities for students to engage in phonics practice through independent practice. Lessons regularly include tasks such as writing syllables, highlighting target sounds in decodable texts, and constructing sentences using known patterns. For instance, in Unidad 3, Semana 1, students individually read "Mi mamá me mima," identify syllables like *ma, me, mi,* and use them to create short written responses. In Unidad 4, Semana 1, students trace and write vowel-consonant syllables (e.g., *fa, fe, fi*) using letter cards, while also rereading previous texts and completing self-guided phonics activities.

Daily lessons integrate both collaborative and independent phonics practice into structured instructional routines. While teachers meet with small groups for targeted instruction, other students work independently or with partners using decodable books, letter cards, and digital resources like phonics songs. For example, in Unidad 7, Semana 1, students form words like *ya, ye,* and *yo* using letter cards, reread texts aligned to the focus sound, and complete handwriting tasks.

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4.3 Ongoing Practice Opportunities

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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 kindergarten, the materials include intentional, cumulative phonics review and practice activities that are systematically embedded throughout the curriculum. Daily lessons revisit previously taught letters, sounds, and syllables. For example, in Unidad 5, Semana 1, Día 5, students review consonants *Bb*, *Dd*, and *Ss* using visual letter cards and oral blending routines. The teacher prompts students to recall each sound and then leads practice with syllables like *de, su, ba*, followed by decoding words such as *boca, suma,* and *sala*.

The curriculum supports long-term phonics retention by embedding cumulative review into lesson routines and connected texts. Each unit integrates past learning into new instruction. For instance, in Unidad 5, students revisit open syllables such as *ma, me,* and *mi,* originally introduced in earlier units, and apply them in decodable texts and writing tasks. "Repaso de sonidos" sections prompt teachers to review prior content explicitly. In Unidad 3, Semana 2, students practice syllables with *p* and *t* while also encountering previously taught syllables like *m* and *l* within new texts, promoting fluency and automaticity through applied practice.

Materials extend cumulative phonics review through multimodal and scaffolded activities across the year. For example, in Unidad 10, Semana 1, Día 3, students revisit the phonemes /s/, /ks/, /j/, and /w/ using a structured sequence that includes articulation modeling, choral reading of syllables (e.g., *xa, we*), and kinesthetic letter formation. In Unidad 3, Semana 2, Día 5, the lesson combines phonological awareness review with syllable segmentation and high-frequency word practice. Students reread decodable texts such as "¡No, Nino, no!," complete dictation activities, and engage in interactive writing using cumulative skills. These opportunities range from oral drills to connected reading and writing.

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

In kindergarten, the materials provide practice opportunities that focus solely on phonics skills that have been explicitly taught. For example, in Unidad 7, Semana 1, students focus on the /y/ sound, modeled

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with words such as *yegua, yoyo,* and *yeso*. The teacher guides students in identifying which words begin with the taught phoneme and contrasts them with unrelated words (*vaso, queso*) to reinforce discrimination. In Unidad 8, Semana 1, students engage with the /ñ/ sound through targeted words like *ñame* and *ñandú*. Instruction includes rhymes, sound cards, and handwriting practice for the letter *Ññ*, ensuring all tasks reinforce skills that have been explicitly introduced.

Practice opportunities include only phonics skills that have been explicitly taught. For example, in Unidad 2, Semana 1, students are introduced to syllables with the consonant *p—pa, pe, pi, po, pu*—and apply this learning through matching, writing, and reading related words. Similarly, after explicit instruction on consonants *m, p,* and *s,* the teacher introduces *l,* followed by guided reading and spelling of words such as *la, las, al,* and *sala*.

Materials provide practice activities that reflect explicitly taught phonics concepts. For example, in Unidad 6, Semana 3, students isolate the /s/ sound using key words like *zona, cena,* and *zumo*, following articulation modeling and guided segmentation. The lesson contrasts /s/ words with non-/s/ examples to deepen phoneme discrimination. In Unidad 10, Semana 1, students revisit the letters *Xx* and *Ww* and practice segmenting phonemes in syllables like *xe, xu, wa,* and *we*. All tasks—including phoneme segmentation, guided word building, and connected word reading—are aligned to previously introduced letter-sound relationships.

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

In kindergarten, the materials include decodable texts that provide cumulative practice of taught phonics skills. For example, in Unidad 1, Semana 1, Día 2, students use the decodable text "El abecedario" to practice letter recognition by identifying uppercase letters found in their names. The teacher monitors reading and provides feedback, ensuring that the text reinforces previously taught phonics concepts. Similarly, in Unidad 2, Semana 1, Día 2, students read "Patito Tito," practicing decoding with targeted support. The teacher models blending as needed and prompts students to reread full sentences, integrating foundational phonics skills with fluent reading.

In kindergarten, decodable texts are intentionally structured to reinforce newly introduced and previously learned phonics skills. For example, in Unidad 3, Semana 2, students review syllables *sa, se, si, so, su,* and learn *la, le, li, lo, lu*. The decodable texts in this unit combine both syllable sets in structured sentences (e.g., Lola salta sola, La mesa es de mamá), offering cumulative decoding practice. In Unidad 3, Semana 3, the text "Dani pide todo" focuses on syllables with *d* (e.g., *da, de, di, do, du*), reinforcing the current week's instruction while integrating previously taught content.

Materials incorporate decodable texts that build fluency and comprehension while supporting phonics development through cumulative exposure. For example, in Unidad 2, Semana 2, Día 4, the text "Lola lee, Tito lee" targets words with /l/, while integrating high-frequency words and vocabulary from earlier lessons. Students engage in oral reading, tracing activities, and vocabulary discussion to connect phonics

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and meaning. In Unidad 3, Semana 2, Día 2, the text "¡No, Nino, no!" reinforces phonics content by including words with the letter *n*. Students participate in teacher-supported silent reading, choral reading, and partner reading, with rereading routines designed to reinforce decoding accuracy and fluency through previously taught phonics skills.

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

In kindergarten, lessons include a clear instructional focus with structured opportunities for phonics practice in isolation. For example, in Unidad 3, Semana 1, Día 2, students are introduced to the /s/ sound using image prompts and targeted vocabulary such as *sala, sapo,* and *Susi*. Students engage in oral segmentation and spelling, using sound cards to reinforce letter-sound associations. This isolated practice is then extended to connected text through the decodable story "Suma en la sala," where students apply decoding strategies to words they previously practiced in isolation.

Materials support both isolated practice and application in decodable texts through a consistent instructional structure. For instance, in Unidad 2, Semana 1, students begin with explicit instruction on syllables with the consonant *p*—*pa, pe, pi, po, pu*—followed by syllable blending, writing, and sound recognition tasks. These isolated skills are then practiced in connected decodable texts, such as in Unidad 3, where students read sentences like "Lola salta" and "La paloma ama a mamá." This integration of isolation and application supports skill transfer and reinforces sound-symbol relationships in context.

Kindergarten materials explicitly link isolated phonics instruction with application in connected decodable texts to ensure cumulative skill development. For example, in Unidad 5, Semana 2, Día 1, students practice identifying the /b/ sound in isolation through articulation videos and oral repetition with words like *vela, vaca,* and *vivo*. They also analyze sound contrasts in word pairs such as *vara* and *nota*. These isolated exercises are reinforced in connected reading using decodable texts like "Mi amiga Gali," which includes words such as *bebe, bota,* and *Gabi,* allowing students to apply taught phonics skills in meaningful, sentence-level contexts.

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4.4 Assessments

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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 kindergarten, the materials include a variety of developmentally appropriate assessment tools that align with how young children process and demonstrate understanding. In Unidad 1, Semana 1, students engage in oral response and visual-matching tasks such as clapping syllables and identifying initial sounds using picture cards. For example, students select a picture of an *abeja* to match the /a/ sound.

The materials include assessments that incorporate auditory, visual, and kinesthetic elements, making them developmentally appropriate for early learners. In Unidad 2, students use manipulatives like image and sound cards to blend and segment syllables. Activities such as combining /m/ + /a/ using hand motions support active participation and reinforce phonological processing through multisensory methods.

Kindergarten materials include a variety of developmentally appropriate assessment tools. For example, in Ortografía y dictado from Unidad 2, Semana 1 prompts students to write syllables such as *ta* and *pa* and combine them to form words like *tapa*. The lesson models phoneme-grapheme connections and supports students in segmenting and blending syllables. Similar dictation routines in Unidad 1 ask students to write syllables and full words such as *puma* and *mapa*, reinforcing foundational spelling and decoding through guided, scaffolded writing tasks.

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

In kindergarten, the materials include progress monitoring tools that systematically measure students' acquisition of grade-level phonics skills. The "Recursos de evaluación y diagnóstico" provides checkpoints at the beginning-, middle-, and end-of-year, and following each unit. These checkpoints align with phonics instruction and assess foundational skills such as letter-sound correspondence, blending and segmenting syllables, and recognizing rhymes and sounds. For example, in Unidad 1, students identify initial sounds like /p/ for *pelota*, while in Unidad 2, students blend syllables such as *pa* and *to* to form words. These checkpoints support instructional adjustments based on student progress aligned to TEKS benchmarks.

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Materials include progress monitoring tools that accurately measure students' phonics skill development through structured rubrics, teacher observation forms, and step-by-step administration guidance. Teachers are provided with checklists and rubrics to document mastery of specific phonics skills. For example, in a dictation task in Unidad 3, students write taught syllables such as *ma, me,* and *mi*. Teachers assess accuracy and formation using a rubric, while observation forms prompt documentation of behaviors like self-correction and fluency.

Kindergarten materials include systematic progress monitoring tools that are aligned with the developmental progression of phonological and phonics skills. In the Programa intensivo de conciencia fonológica, students are assessed on the same 17 distinct phonological awareness skills at the beginning, middle, and end of the year, with each skill revisited to gauge progression rather than introduced anew. Tasks include Identificar el número de palabras en una oración, Reconocer la rima, Combinar sílabas, and Aislar sonidos finales.

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

In kindergarten, the materials include assessment opportunities distributed across the school year that are closely aligned to progress monitoring tools. For example, under "Assessments and Screeners," the "Recursos de evaluación y diagnóstico" section offers a range of diagnostic assessments that can be administered at various points throughout the year to evaluate and monitor student progress. These tools include phonological awareness assessments adapted by Wiley Blevins, one-minute oral fluency assessments, comprehensive phonics and spelling tests developed by Silvia Reyes, and high-frequency word diagnostics. Additional supports, such as informal observation forms, progress monitoring evaluations, and student self-tracking sheets, offer teachers a view of each student's learning needs and growth over time, allowing for responsive and individualized instruction.

Materials include structured assessment checkpoints distributed throughout the school year and aligned to progress monitoring tools. The "Recursos de evaluación y diagnóstico" provides BOY, MOY, and EOY assessments that evaluate students' phonological awareness and phonics development. In Unidad 2, students complete dictation activities and blend syllables into words. These assessments directly align with the program's scope and sequence and inform instructional adjustments based on student progress.

Additionally, the materials include a range of assessment opportunities that align with progress monitoring tools and support instructional decision-making throughout the year. The "Recursos de evaluación y diagnóstico" includes a variety of diagnostic assessments available for multiple time points. These include phonological awareness assessments, one-minute oral fluency tasks, comprehensive phonics and spelling tests, and high-frequency word diagnostics. Additional tools, such as informal student observation forms and student self-monitoring sheets, provide teachers with a picture of student growth over time.

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4.5 Progress Monitoring and Student Support

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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 kindergarten, the materials include data-management tools for tracking individual student progress and supporting instructional decisions that accelerate learning. In Foundational Skills Assessments, the class overview roster presents each student's test results, including decoding accuracy, phonics proficiency, and oral reading fluency. Teachers can view these results by task and score, and the roster also includes a notes section where qualitative observations can be recorded. This combination of quantitative and qualitative data allows teachers to form small groups based on shared instructional needs, choose specific skill-based activities, and adjust instructional pacing to accelerate instruction.

Materials offer a combination of digital and print-based data-management tools that allow teachers to document individual progress to make instructional decisions. For example, within the eAssessments platform, teachers can access the Standards Performance Over Time (SPOT) report. This customizable report allows teachers to view and print student performance data by strand, standard, or skill at the individual, small group, or class level. Teachers can generate reports showing trends for a single standard or across multiple standards to make decisions to accelerate instruction.

Additionally, the materials include structured tools for monitoring individual student learning progress and making data-informed instructional decisions. The "Recursos de evaluación y diagnóstico" provides recurring assessments on foundational phonological awareness and phonics skills. These include tasks such as Identificar el número de palabras, Reconocer la rima, and Combinar sílabas para formar palabras. Each assessment yields a performance-level rubric categorizing student proficiency. For example, in Unidad 2, Semana 3, if a student scores five on identifying the number of words, the rubric advises the teacher to provide intensive support. The program then directs the teacher to use aligned instructional strategies such as finger tapping or sentence strips. The student's performance is logged on a class tracking sheet, which is used to monitor progress over time and inform future instruction.

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

In kindergarten, the materials include data-management tools for tracking whole-class student progress and identifying instructional patterns and needs. Within the Foundational Skills Assessments under the "Assessments and Reports" tab, a class overview roster displays each student's performance by task, score, and notes. Teachers can use this overview to identify common challenges across the class, such as frequent difficulties in decoding or phonemic segmentation. The class-level data allows teachers to group students based on shared needs and adjust instruction to address patterns, such as reteaching a particular skill when multiple students demonstrate gaps.

Materials provide an electronic data-management platform that visualizes whole-class performance data through graphs, charts, and customizable reports. In the eAssessments system, the Standards Performance Summary Report offers a class-wide view of achievement on specific TEKS-aligned strands. Teachers can select data views by standard, skill, or assessment type using the Universal Selector. For example, by clicking on a strand-level average, teachers are directed to a detailed report for the entire class. These tools include visual representations such as line graphs for oral reading growth and histograms of phonics performance. This real-time view of student performance across the class guides educators in determining which skills require whole-class review, which students need small-group intervention, and whether instruction should be adjusted based on emerging trends.

The *Benchmark Fonética* program includes tools that support class-level progress analysis based on recurring skill assessments. The "Recursos de evaluación y diagnóstico" includes diagnostic tasks such as Identificar el número de palabras and Reconocer la rima, with teacher-facing tools to log performance for the entire class. Each student's results are categorized using a performance rubric into three tiers: 0–6 correct (requires intensive instruction), 7–8 correct (needs additional practice), and 9–10 correct (skill is sufficiently developed). For example, after administering the task on Identificar el número de palabras in Unidad 2, Semana 3, a teacher may note that a majority of students fall in the middle band, signaling a need for additional whole-class practice.

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

In kindergarten, the materials offer clear guidance for adjusting the frequency of progress monitoring based on student needs according to diagnostic outcomes and individual student performance. Teachers monitor below-level students biweekly and approaching-level students monthly. Weekly informal observations are also recommended during literacy centers, small-group instruction, and writing tasks to document emerging competencies.

The materials include embedded tools to support frequent progress monitoring based on student needs. In Unidad 2: "Evaluación," a cumulative fluency assessment is administered weekly in small groups,

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ensuring each student is assessed at least monthly. The "Caritas sonrientes de letras conocidas" chart allows teachers to track letter recognition milestones and determine when to increase progress checks. These strategies ensure that monitoring remains flexible, responsive, and tailored to student development.

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 kindergarten, the materials provide specific, embedded guidance for accelerating learning based on progress-monitoring data. Teachers use diagnostic results from the "Recursos de evaluación y diagnóstico" to adjust instruction based on student performance bands. For instance, in the section "Siguientes pasos en la evaluación de la conciencia fonológica," the materials advise: "En función de los resultados de la evaluación de la conciencia fonológica, ajuste el paso de la instrucción para garantizar el progreso . . . Agregue movimientos como palmadas, golpecitos o el uso de fichas y casillas para ayudar a que los estudiantes marquen físicamente tanto los sonidos como las sílabas." This teacher guidance supports small-group and individualized instruction tailored to student needs.

Materials include guidance on how to accelerate learning based on data to reach mastery of specific concepts. In Unidad 1, Sistema de recursos para maestros, the Recurso de fonética para estudiantes avanzados includes instructions to analyze beginning-of-year phonics data to group students performing above grade level. Teachers are prompted to use differentiated tasks such as the "Plan de 30 semanas," where each week addresses a core phonics skill. Activities progress daily, to include writing alphabet words, identifying letter sounds, and blending phonemes, supporting ongoing acceleration.

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: "Si los estudiantes ingresan a kínder sabiendo leer, según los datos de prekinder o las observaciones, administre la evaluación antes de la mitad del año para identificar sus fortalezas en las destrezas. Observe su desempeño en habilidades de nivel avanzado y ajuste la instrucción en grupos pequeños para desarrollarlas. Es necesario acelerar el avance a lo largo del continuo fonético para maximizar el progreso de estos estudiantes."

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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 kindergarten, the materials provide explicit and systematic instructional guidance on developing oral language through modeling, guided practice, coaching, feedback, and independent practice. For example, in Unidad 2, Semana 2, Día 2 of Sistema de recursos para maestros, teachers prompt students to combine syllables to form words: "Ahora vamos a combinar sílabas para leer palabras. Recuerden que a veces una vocal sola puede ser una sílaba. Muestre las sílabas lo y mo. Cuando combino las sílabas lo-mo, leo la palabra lomo. Repita con o-la y la-na." Teachers also guide students in phonemic awareness activities, asking them to identify and combine phonemes orally. The materials reinforce oracy development by prompting teachers to model expressive reading and gestures while guiding students through texts such as "¡Toma, Lola!" and using syllable flashcards like *la, le, li, lo, lu* to strengthen fluency and automaticity.

Materials include explicit instructional guidance for developing oracy through various methods. For example, in Unidad 2, Semana 2, students engage in an activity focused on listening and speaking with a partner (Hablar con un compañero y escuchar). Teachers model how to describe a mental image formed while listening to the poem "Lalo y Lola." Students participate in guided practice by sharing their mental images with a peer using descriptive language. As students speak, the teacher provides coaching and feedback, prompting for more detail and reinforcing the use of complete sentences. To extend practice, one or two students paraphrase their partner's descriptions, allowing additional modeling of oral language skills.

Additionally, the materials provide systematic instructional guidance for developing oral language and oracy through structured speaking routines. For example, in Unidad 3, Semana 3, Día 3, teachers prompt

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pairs of students to discuss and explain their answers to the question: "¿Qué es lo más importante que la autora quiere que se sepa?" After discussing with their partner, students are invited to share their partner's response with the class in their own words. The teacher provides modeling and feedback on effective communication strategies, such as speaking clearly and listening attentively, while reinforcing conversational norms.

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

In kindergarten, the materials include opportunities for students to engage in social and academic communication for different purposes and audiences. For example, in Unidad 1, Semana 1, under the section "Conectar la fonética con la comprensión," teachers pose questions such as "¿Cuál es la primera letra en el cuento? ¿Cuál es la última?" (a, z), "Nombren las letras en la página 2." (*a, b, c, d*), and "¿Cuáles son las imágenes en la página 2?" (*abeja, barco, cama, dinosaurio*). Students then discuss their responses with a partner using the Protocolos para hablar y escuchar, specifically Hablar con un compañero: Pienso que…, supporting structured academic dialogue.

Materials provide opportunities for students to engage in social and academic communication for different purposes and audiences. For example, in Unidad 3, Semana 2, Día 1, under "Hablar con un compañero y escuchar," students work in pairs to identify the most important word from the text (*reglas*) and discuss why it is important. One or two students then share, in their own words, what their partners said, promoting active listening, paraphrasing, and conversation in both social and academic contexts.

Additionally, the materials include opportunities for students to engage in social and academic communication for different purposes and audiences. For example, in Unidad 2, Semana 1, Día 1, students are encouraged to talk with a partner and listen attentively as they describe a mental image they formed while listening to a poem. This image reflects how the speaker of the poem felt. Students then share aloud what their partner said, supporting both expressive and receptive communication skills within a collaborative setting.

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 kindergarten, 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 1, Semana 3, students explore the poem "Pico pico," which begins with a question directed at an animal. Before reading, the teacher asks, "¿De qué animal creen que están hablando?" As the teacher reads the poem aloud with expression, students follow along, watching as the teacher points under each word. They join in to read the repeated word *puso*, practicing expressive reading and dramatization. Students then turn to a partner to discuss, "¿Cuál es el animal del que se habla en el

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poema? Fíjense en la imagen." Partners share what the illustration reveals about the hen and are encouraged to ask and answer their own questions.

Materials provide 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 1, Día 1, during a poetry activity, the teacher says, "Hoy escucharán acerca de lo que hace un niño nuevo en la clase. Mientras leo en voz alta, piensen qué palabras son las más importantes para comprender el poema." As the teacher presents the poem "Yo sigo las reglas," students predict its content based on the title and illustrations. During the read-aloud, students identify keywords for understanding meaning and are invited to share their thoughts with the group.

Additionally, the materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. For example, in Unidad 2, Semana 1, Día 4, under "Leer el texto: decodificar," the teacher asks comprehension questions such as, "¿Quién es Tito?" and "¿Por qué van más niños y animales?" Students respond using the vocabulary they have learned during the week. The teacher prompts students to use the protocol Hablar con un compañero: "Pienso que..." to guide structured peer discussions. Students then share and compare their answers with a partner.

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5.C Alphabet

5.C.1 Alphabet Knowledge (K only)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.1a	All criteria for guidance met.	2/2
5.C.1b	All criteria for guidance met.	6/6
5.C.1c	All criteria for guidance met.	4/4
5.C.1d	All criteria for guidance met.	6/6
—	TOTAL	18/18

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

In kindergarten, the materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. For example, in *Benchmark Fonética Grados K–3* under "Secuencia de enseñanza: Presentación: Lecciones," there is a one-page document that clearly outlines the order in which letters and sounds are taught. Instruction begins with the vowels *o*, *i*, *a*, *e*, and *u*, followed by consonants such as *m*, *p*, *t*, and *l*.

Materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. For example, in Unidad 1, Semana 1, the teacher presents letter cards while stating, "Esta es la A mayúscula. Esta es la a minúscula." The teacher points to each letter and asks, "¿Cómo se llama esta letra?" Students respond by identifying both uppercase and lowercase forms. To connect letter names with sounds, the teacher shows the Aa sound card and says, "¿Qué ven en la tarjeta de la Aa? Sí, es una abeja." The teacher writes *abeja* on the board, then invites a student to circle each *a* in the word and say the letter's name. For articulation, the teacher plays a video and uses the *Ee* articulation card, guiding students to listen to how the sound is made.

Additionally, the materials include a systematic sequence that is authentic to Spanish for introducing letter names and their corresponding sounds. For example, under "Overview and Training" in "Secuencia de enseñanza," the materials state: "Las lecciones de fonética para kindergarten se han diseñado en base a un plan de secuencia de enseñanza riguroso que progresa desde lo simple hasta lo complejo, con repaso y repetición para asegurar el dominio de las destrezas a través de las unidades." The scope and sequence demonstrate how phonics skills are divided into three sections: Destreza principal (Primary Skill), Repaso (Review), and Vistazo preliminar (Preview/Advanced Skill). This structure ensures all letter names and their corresponding sounds are introduced and reinforced within the ten units.

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

In kindergarten, the materials include teacher guidance to provide explicit instruction in Spanish for teaching and developing student automaticity in the identification of the 27 letters of the Spanish alphabet (uppercase and lowercase) and their corresponding sounds. For example, in Unidad 1, Semana 1, Lección 1, under "Reconocimiento de letras: Aa, Bb, Cc, Dd," the teacher introduces each letter with modeling, repetition, and visual support. The lesson begins with the alphabet song by 123 Andrés to engage students in learning the sequence of letters. The teacher models letter recognition by showing the uppercase letter card and saying, "Esta es la A mayúscula" and the lowercase letter card and saying, "Esta es la a minúscula." The teacher points again and asks, "¿Cómo se llama esta letra?" confirming student responses before moving on.

Materials provide teacher guidance for explicit instruction in Spanish to develop automaticity in letter recognition and sound production. For example, in Unidad 1, Semana 1, Día 1, the teacher uses articulation videos and articulation cards to guide students in observing how each sound is formed, focusing on the position of the lips, teeth, and tongue. When introducing the vowel *Aa*, the teacher prompts students to watch and then repeat the sound. Students use mirrors for articulation practice and receive corrective feedback. To reinforce letter recognition, the teacher displays uppercase and lowercase letter cards and prompts the group to identify each one aloud. Students also practice sound-symbol connections through rhymes such as "Abeja, abeja, se acerca y se aleja" and identify the letter and sound in context using words like *abeja* and *aleja*.

Additionally, the materials include teacher guidance for explicit instruction in Spanish to develop automaticity in identifying the 27 letters of the Spanish alphabet and their sounds. For example, in Unidad 4, Semana 1, students engage in cumulative review activities that integrate previously introduced letters with newly learned ones. The teacher facilitates rapid letter-sound recognition drills using Tarjetas de sonido y deletreo and prompts students with questions such as "¿Cómo se llama esta letra?" and "¿Qué sonido hace?" Students actively name letters, produce their sounds, and mimic articulations. To strengthen mastery, students participate in activities such as identifying target letters in poems and decodable texts while practicing quick recognition with letter cards.

5.C.1c – Materials include guidance in Spanish for the teacher to provide explicit (direct), and systematic instruction for letter formation for the 27 letters of the alphabet (upper and lowercase). (PR 2.A & 2.A.3) (T).

In kindergarten, the materials include guidance in Spanish for the teacher to provide explicit and systematic instruction for letter formation of the 27 letters of the alphabet (uppercase and lowercase).

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For example, in Páginas de práctica, Recurso del maestro, Caligrafía, the materials present a seven-step routine that includes watching an instructional video for the letter and practicing foundational strokes needed to form it. Teachers are provided with a script to guide explicit instruction, for example: "Ahora vamos a escribir la letra minúscula a. Observen mientras lo hago. Comienzo en el punto verde justo debajo de la línea del medio. Luego hago un círculo hacia atrás, levanto hacia el medio y bajo hacia el suelo. Ahora observen mientras escribo la letra a en minúscula dos veces más. Digan el canto conmigo mientras escribo la letra: empieza en el medio, círculo atrás, levanta, empuja abajo." Students then complete guided practice using lined worksheets and continue developing fluency with letter formation through flashcards and whiteboard activities.

Materials provide teacher guidance in Spanish to support explicit and systematic instruction for letter formation of uppercase and lowercase letters. For example, in Rutina de caligrafía, Step 2 of the routine engages students in multisensory activities by showing the video for the target letter—such as *Aa*—and encouraging students to stand and follow the handwriting movements in time with the song. In Step 3, students practice key writing strokes necessary for forming each letter. For the lowercase *a*, the teacher models the two essential strokes: a backward circle and a straight line. Students are guided to repeat these movements multiple times to build motor control and reinforce correct formation.

Additionally, the materials include teacher guidance in Spanish for explicit and systematic instruction for letter formation. For example, in Unidad 1, Semana 1, the teacher introduces letters *o, p, q, r, s,* and *t* using Tarjetas de sonido y deletreo. Teachers explicitly name each image on the cards (e.g., "¿Qué ven en la tarjeta de la Oo? Sí, es un oso."), write the word *oso* on the board, and invite students to circle the letter *o* and say its name aloud. Instruction systematically repeats for each letter, ensuring consistency. Teachers also model matching uppercase and lowercase forms (e.g., *O* and *o*) by pairing tarjetas de letras with letters on the classroom alphabet chart. Students practice pairing letters independently and participate in identifying and naming uppercase letters in the context of their classmates' names and other words found in the classroom.

5.C.1d – Materials include a variety of activities and/or resources (including the use of memory building strategies) in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. (PR 2.A & 2.A.3) (S)

In kindergarten, the materials include a variety of activities and resources in Spanish (including memory-building strategies) for students to develop, practice, and reinforce alphabet knowledge both in isolation and in the context of meaningful print. For example, in Unidad 1, Semana 1, Día 1, the Reconocimiento de letras section introduces the letters *Aa, Bb, Cc,* and *Dd*. The teacher guides students to match uppercase and lowercase letter cards with their corresponding letters on the classroom alphabet chart. Students then practice this matching independently and in small groups, reinforcing recognition through repetition. The routine integrates the alphabet song to support memory development and engagement.

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Materials provide opportunities for students to develop alphabet knowledge in isolation and within meaningful print. For example, in Unidad 3, Semana 1, the teacher displays the word *papá* and guides students to name each letter aloud as it is pointed to: "p, a, p, a." Students discuss how letters combine to form words and identify individual letters in authentic text, such as *él* and *niño*. In Repaso en espiral, students use *Mi lectura y escritura* to locate and circle words that begin with previously taught letters (*m, p,* and *t*), saying the corresponding sounds aloud (/m/, /p/, /t/).

Additionally, the materials include digital components and multisensory resources to reinforce alphabet knowledge. For example, under "Articulation Videos and Tarjetas de Articulación," students view a video for each letter of the alphabet and practice articulatory movements while connecting sounds to print. Interactive learning games support students in identifying and matching uppercase and lowercase letters, recalling previously learned letters, and applying their knowledge in engaging ways. These activities provide repeated practice and reinforce mastery over time.

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5.C.2 Letter-Sound Correspondence

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

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

5.C.2a – Materials explicitly (directly), and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. (PR 2.A.1)

In kindergarten, the materials explicitly and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. For example, in Unidad 3, Semana 1, the teacher introduces the vowel *Aa* using an articulation card. Students listen carefully as the teacher models the sound, pointing out the position of the teeth, lips, and tongue. Following the guidance on the back of the card, students repeat the sound and observe classmates for correct mouth placement. The teacher reinforces sound patterns with the rhyme "Abeja, abeja, se acerca y se aleja," prompting students to identify the shared ending -*eja*. To build decoding and encoding skills, the teacher displays the sound and spelling card for Aa and asks, "¿Qué ven en la tarjeta de la Aa?" Students respond, "Sí, es una abeja," then circle the letter *a* in the word *abeja* and say its name. This process continues with other letters such as *b, c,* and *d*, leading into blending activities where students combine *m* with *a* to form *ma*, and later blend other consonants and vowels to read syllables.

Materials provide explicit teacher guidance in Spanish for introducing letter-sound relationships in a systematic sequence that supports decoding and encoding. For example, in Unidad 5, Semana 1, Día 1, under "Articulación y conciencia fonológica and Correspondencia entre sonido y letra: /b/, *Vv*," the teacher begins by modeling the /b/ sound using an articulation video and sound card with words such as *vela* and *vaca*. Students practice isolating the initial /b/ sound and distinguishing it from non-examples (e.g., *vivo* vs. *nido*). The teacher then connects the /b/ sound to the letter *v* (*uve*) with the Tarjeta de sonido y deletreo and guides students to write uppercase and lowercase *Vv*, supporting encoding skills. Instruction extends to syllable formation (*va, ve, vi, vo, vu*) and meaningful print activities such as rhyming, writing words, and singing "Canción de la V," integrating decoding and encoding in context.

Additionally, the materials explicitly and systematically introduce letter-sound relationships in an order that supports decoding and encoding in Spanish. For example, in Unidad 6, Semana 1, Día 1, the lesson focuses on the /k/ sound and its spellings: *ca, co, cu, que, qui,* and *ka*. Using illustrated word cards like *cama, quena,* and *kiwi*, the teacher models the initial /k/ sound and explains its different representations in Spanish. Students repeat the sound and letter names aloud and then combine consonants with vowels

to form open syllables such as *ca, co, cu, que, qui,* and *ka*. These structured practice routines help reinforce the connection between letters and sounds for both decoding and encoding skills.

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

In kindergarten, the materials include teacher guidance to provide explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words, along with recommended explanatory feedback for students based on common errors and misconceptions. For example, in Unidad 2, Semana 2, Día 2, under "Combinar sonidos y sílabas para formar palabras," the teacher reviews the sound of the letter *l* (/l/) and guides students to combine it with vowels to form syllables such as *la, lo,* and *lu*. Students use visual supports like letter and syllable cards to blend syllables into words such as *lomo, lana,* and *pala*. If a student misreads *lana* as *la-na*, the teacher follows guidance in Rutina: comentarios para la corrección y apoyo to provide explanatory feedback: "Escucha cómo decimos lana. La-na no es correcto porque suena como dos sílabas separadas. Escucha y repite conmigo: laaa-naaa, todo junto como una sola palabra." The materials prompt the teacher to continue modeling and then guide the student in blending sounds and syllables correctly.

Materials provide explicit instruction in Spanish to support phoneme-letter connections with recommended feedback addressing common misconceptions. For example, in Unidad 1, Semana 3, Día 2, the instructional routine emphasizes identifying and correcting mistakes in blending sounds and syllables. If a student incorrectly blends syllables in the word *pipo*, the teacher is guided to provide corrective feedback: "Escucha: pi-po. Primero decimos /p/ y /i/ para formar pi, después /p/ y /o/ para formar po. Ahora junta pi y po para leer pipo. Intenta de nuevo conmigo: pi...po...pipo." Additional examples allow students to practice accurate blending while the teacher monitors and reinforces correct phoneme-letter associations with explanations.

Additionally, the materials include teacher guidance for explicit instruction in Spanish on connecting phonemes to letters within words, supported by corrective feedback for common errors. For example, in Unidad 1, Semana 1, during articulation practice for the vowel *Oo*, the teacher models how the /o/ sound is formed using the articulation video and Tarjeta de articulación. Students observe the teacher's mouth position and practice producing the sound themselves while receiving immediate feedback: "Escucha cómo formas la /o/: tu boca está abierta y redonda, no como una sonrisa. Mira en tu espejo y ajusta la forma." Later, during Volver a leer Sopa de letras: decodificar, students read "Sopa de letras" as the teacher circulates, offering corrective guidance when students mispronounce a word: "Lee esta palabra otra vez. Escucha: /o/-/la/. No es /o/-/l/-/a/, es una sola sílaba: ola. Intenta leerlo todo junto."

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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 kindergarten, the materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one-syllable and multisyllable words in isolation and authentic Spanish decodable connected text. For example, in Unidad 2, Semana 2, students use sílabas, arcos de sílabas, and fichas de sonidos to break words into their component sounds and syllables. The teacher models how to separate the word *lila* into its two syllables (*li-la*) by pointing to two syllable arcs, then places a sound chip for each phoneme (/l/, /i/, /l/, /a/). Students then write the word by connecting each phoneme to its corresponding letter, placing *l* and *i* into boxes for the first syllable and repeating the process for *la*. This skill is reinforced when students open *Mi lectura y escritura* to read the connected text "¡Toma, Lola!."

Materials provide opportunities to apply letter-sound correspondence to decode words in isolation and in context. For example, in Unidad 1, Semana 1, Día 2, during a lesson with the text "El abecedario," students open *Mi lectura y escritura* and read the title together. As students read the text silently, the teacher circulates to provide support and feedback based on observations. Students identify the uppercase letter that corresponds to the first letter of their names and practice naming all the letters in their names. For independent reading, students reread "El abecedario" with a partner, circle the initial letter of their names, and complete a checklist to confirm their reading, signing their names as verification.

Additionally, the materials include digital tools and multisensory resources for developing, practicing, and reinforcing decoding skills. For example, under ePocket Charts, the program offers a digital, interactive version of the pocket chart for building foundational literacy skills. Students use preloaded images, cards, and tools for sound sorting, word building, and blending activities. Elkonin boxes support phonemic awareness, while the pocket chart allows students to construct words and sentences. Together, these components provide repeated opportunities to apply letter-sound correspondence in both isolated words and meaningful connected Spanish text, supporting decoding through consistent use and cumulative review.

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5.D Phonological Awareness

5.D.1 Phonological Awareness (K–1)

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

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

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

In kindergarten, the materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities aligned to grade-level Spanish TEKS. The instruction begins with simple skills and larger units of sound, such as recognizing and producing rhyming words, and identifying words in spoken sentences. For example, in Unidad 1, the "Guía de ritmo sugerido" begins in Semana 1 with activities focused on teaching the vowel *Aa* and identifying rhyme. As the sequence progresses, students engage in clapping to count the number of words in spoken sentences and blend syllables aloud to form words.

Materials gradually transition to more complex skills and smaller units of sound, such as isolating and manipulating phonemes. For example, in Unidad 2, Semana 2, students practice segmenting syllables into phonemes through teacher modeling: "Escuchen esta sílaba: le. ¿Qué sonidos forman esta sílaba? /l/, /e/." The teacher taps a finger for each phoneme to support auditory discrimination, and students chorally respond with the individual sounds. Additional practice involves guided repetition with syllables such as *li* and *la* to reinforce phonemic awareness before moving into sound substitution activities.

Additionally, the materials include a sequence that introduces more complex phonological tasks for sound manipulation and cumulative review. For example, in Unidad 3, students identify the /s/ sound in words like *soga* and connect it to the letter *ese*. Students practice saying the sound, repeat rhymes with the /s/ sound, and trace the uppercase and lowercase *S* while watching a supporting video. Teachers then guide students to combine *s* with vowels to form syllables such as *sa, se, si, so,* and *su*, providing opportunities to blend and segment sounds within increasingly complex tasks.

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5.D.1b – Materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables single phonemes in one syllable or multisyllable words. (PR 2.A.1.)

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

5.D.1c – Materials include explicit (direct) instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. (PR 2.A & 2.A.2) (T)

In kindergarten, the materials include explicit (direct) instruction authentic to Spanish, for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors and misconceptions. For example, in Unidad 6, Semana 1, Día 1, the teacher explains the multiple ways to represent the /k/ sound in Spanish orthography. To address common misconceptions about Spanish spelling and to reinforce correct sound-letter associations, the teacher states, "Recuerden que ya hemos aprendido las vocales. Ahora, vamos a combinar la letra c con la a, la o y la u, y también qu con la e y la i (que, qui). Esta letra (apunte a la letra c) hace el sonido /k/ y esta (apunte a la letra a) hace el sonido /a/. Cuando combino los sonidos, /k/ /a/, formo la sílaba ca."

Materials provide explicit modeling and corrective feedback during phonological awareness instruction to address common student errors. For example, in Unidad 7, Semana 1, Día 2, the teacher introduces the letter *y* and its sound /y/. The teacher shows the letter card and asks: "¿Qué sonido hace esta letra?" (/y/). Students blend *y* with the vowel a to form *ya* (/y/ /a/) and repeat the process with other vowels to create *ye, yi, yo,* and *yu*. When students misread words like *yodo*, the teacher provides the following corrective feedback: "Los sonidos /y/ /o/ forman 'yo', y /d/ /o/ forman 'do.' Cuando combinamos las sílabas, leemos yo-do, yodo."

Additionally, the materials support teachers in providing explicit guidance on sound articulation and immediate feedback to correct misconceptions. For example, in Unidad 1, Semana 1, during instruction on vowel recognition, the teacher uses the video "Articulación: vocal Oo" to demonstrate how to produce the /o/ sound. The teacher points out mouth positioning, including the placement of the teeth, lips, and tongue, and asks students to imitate the articulation. If a student mispronounces the sound, the teacher provides immediate correction by modeling the correct articulatory movement and describing the physical sensation of producing the sound accurately.

5.D.1d – Materials include a variety of activities and/or resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce

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phonological awareness skills connected to grade-level Spanish TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)

In kindergarten, the materials include a variety of activities and resources in Spanish to develop, practice, and reinforce phonological awareness skills aligned to grade-level Spanish TEKS through cumulative review. For example, in Unidad 1, Semana 3, Día 1, the teacher introduces the /p/ sound using the words *pala* and *pelo* and models articulation while students repeat the sound. Students practice identifying the initial /p/ sound through a memory-building card activity with words like *pera* and *puma*. To reinforce these skills, students apply their phonological awareness while reading the decodable text "Pico pico," identifying words that begin with /p/ and rereading for fluency and sound-letter recognition.

Materials integrate memory-building strategies such as songs and chants to support the development, practice, and reinforcement of phonological awareness skills. For example, in Unidad 2, Semana 1, students sing and act out songs focused on the letters *Tt*, *Nn*, and *Dd*. The teacher uses music, movement, repetition, and oral recitation to help students internalize sound-letter correspondences. Students chorally respond with the corresponding sound when a letter is named and engage in cumulative review by revisiting previously taught letters through phonics songs and interactive writing practice.

Additionally, the materials provide multisensory activities and cumulative review opportunities to reinforce phonological awareness. For example, in Unidad 3, Semana 3, Día 1, the instructional focus is on the /d/ sound. The teacher models the beginning sound of the words *dama* and *dedo*. Students practice identifying the /d/ sound in other words and use memory-building cards featuring words such as *doce* and *delfín*.

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5.D.2 Phonemic Awareness (K–1)

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

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

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

In kindergarten, the materials include a systematic Spanish sequence for phonemic awareness activities that begins with isolating and blending phonemes through explicit instruction and multisensory activities. For example, in Unidad 5, Semana 1, Día 1, a lesson on the sound-letter correspondence for the phoneme /b/ and the letter *Vv* begins with the teacher presenting a labeled image card for *vaca*. The teacher explains that the initial sound is /b/ and clarifies that in Spanish, both *b* and *v* represent the same sound. Students are prompted to repeat: "/b/, uve." The lesson reinforces this sound by introducing the word *vela*, reading a rhyme, and watching the "Canción de la V" by 123 Andrés, where students trace uppercase and lowercase *Vv* in the air. Instruction progresses to blending phonemes into syllables like *va, ve, vi, vo,* and *vu.*

Materials provide explicit modeling for segmenting phonemes and blending them into syllables. For example, in Unidad 3, Semana 2, students begin by listening to a syllable and identifying its phonemes, such as breaking down *ne* into /n/ and /e/. The teacher then models blending individual sounds to form syllables, guiding students through additional examples like *na, ni, no,* and *nu*. Visual supports such as hand signals are used to reinforce phoneme segmentation and blending, ensuring students develop foundational decoding skills.

Additionally, the materials include a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices. For example, in Unidad 1, "Guía de ritmo sugerido", the sequence begins with foundational skills such as identifying, blending, and segmenting phonemes. It then progresses to blending phonemes into syllables and words, including activities like Combinar sílabas and Combinar fonemas en palabras

CVC. Later units, such as Unidades 6–10, incorporate complex phonological manipulation tasks, including Sustituir sílabas y fonemas, Agregar sílabas y fonemas, and Eliminar sílabas y fonemas.

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

In kindergarten, the materials include explicit (direct) instruction authentic to Spanish, for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. For example, in Unidad 2, Semana 2, Día 1, teachers model phoneme articulation using multisensory tools, such as articulation videos, hand mirrors, and articulation cards. The teacher emphasizes mouth position and sound isolation with the following guidance, "Demuestre una vez más la articulación y guíe a los estudiantes a decir el sonido. Proporcione comentarios para la corrección repasando la posición de la boca." This guidance allows students to distinguish between similar sounds, such as in *loro* and *taza*, and provides clear strategies for addressing pronunciation errors.

Materials provide direct modeling of sound blending in Spanish with recommended corrective feedback. For example, in Unidad 7, Semana 1, Día 2, teachers use letter and syllable cards to demonstrate how to blend the consonant *y* with vowels to form syllables, such as *ya, ye, yo,* and *yu*. Instruction progresses to combining syllables to form words, such as blending *ya-yo* into *yayo*. If students blend syllables incorrectly, teachers are guided to say: "Los sonidos /y/ /o/ forman la sílaba yo. Ahora combinemos los sonidos de la siguiente sílaba, /d/ /o/, do. Si combinamos las sílabas para leer la palabra, leemos yo-do, yodo."

Additionally, the materials use explicit modeling of instruction in Spanish and provide immediate corrective feedback to support accurate phoneme production. For example, in Unidad 1, Semana 1, the teacher uses an articulation video and a card to model the /o/ sound during a lesson on the articulation of the vowel *Oo*. If a student substitutes /o/ with /a/, the teacher provides immediate correction by demonstrating the correct mouth position and prompting the student to try again. Students use hand mirrors to observe their own articulation, helping them self-correct misconceptions about lip, tongue, and teeth placement during sound production.

5.D.2c – Materials include explicit (direct) guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. (PR 2.A.1) (T)

In kindergarten, the materials include explicit (direct) guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle to support students in transitioning from oral language activities to basic decoding and encoding. For example, in Unidad 2, Semana 2, Día 1, the lesson systematically moves from sound identification to sound-letter correspondence and syllable formation.

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Teachers are guided to say: "Esta letra (apunte a la letra l) hace el sonido /l/ y esta (apunte a la letra a) hace el sonido /a/. Cuando combino los sonidos, /l/ /a/, formo la sílaba la." Students then practice forming open syllables (la, le, li, lo, lu), and apply phonemic awareness by writing the lowercase letter *l* on paper or a worksheet.

Materials provide direct modeling of articulation to link phonemic awareness to decoding and encoding skills. For example, in Unidad 1, Semana 2, Día 1, teachers use an articulation video and card to demonstrate how the sound /m/ is produced, emphasizing the position of the mouth, lips, and tongue. Students use mirrors to observe and imitate articulation. Instruction then transitions to phonemic awareness activities where students identify initial sounds in words like *mesa* and *mago,* and practice segmenting syllables (*me-sa*). Teachers prompt students to write the letter *m*, reinforcing the connection between oral sounds and written letters.

Additionally, the materials provide explicit guidance in connecting phonemes to their written forms. For example, in Unidad 3, Semana 1, the teacher introduces the vowel *Aa* by showing the articulation card and modeling the /a/ sound. Students observe mouth formation and then repeat the sound. The teacher presents the *Aa* sound and spelling card and asks: "¿Qué ven en la tarjeta de la Aa?" After identifying *abeja* on the card, students circle the letter *a* in the written word, and practice writing it, directly linking phonemic awareness to the alphabetic principle.

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

In kindergarten, the materials include a variety of activities and resources in Spanish to develop, practice, and reinforce phonemic awareness skills through cumulative review. For example, in Unidad 2, Semana 2, Día 1, students engage in repeated practice with the /l/ sound by identifying words that begin with /l/ and writing the lowercase *l* on paper. To reinforce learning, students sing along with the "Canción de la L" by 123 Andrés and trace the uppercase and lowercase *Ll* in the air. Cumulative review is embedded as students reread the previous week's decodable text and use high-frequency word cards to form words during small-group and independent activities.

Materials provide opportunities for cumulative review through multisensory and partner-based activities. For example, in Unidad 2, Semana 3, students use sílabas cards featuring consonants *m, p, t,* and *l* combined with each vowel to review syllables introduced in prior units. Teachers select from games in the "Recursos adicionales" section, including Encontrar las sílabas, Leer sílabas, Formar palabras, and Leer palabras, to support phoneme blending and fluency. While the teacher works with small groups, students independently reread decodable texts and watch phoneme-focused videos, such as "Canción de la M" and "Canción de la T."

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Additionally, the materials integrate phonemic awareness practice with literacy development to reinforce skills over time. For example, in Unidad 2, Semana 2, Día 1, students revisit high-frequency word cards from the current and previous weeks during partner activities. One student dictates a word while the other writes it, then peers check and discuss their responses. Students also reread the decodable text in *Mi lectura y escritura* from the prior week, supporting cumulative application of phonemic awareness skills within connected text.

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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 kindergarten, 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, in Unidad 1, Semana 1, teachers model vowel sounds using Tarjetas de sonido y deletreo, and students trace and say each vowel sound to build foundational knowledge. Instruction progresses in Unidad 3 as students combine consonants and vowels to form syllables such as *sa, to,* and *de*, and write simple words. In Unidad 9, students apply sound-spelling patterns to encode multisyllabic words through dictation, syllable blending, and independent writing activities.

Materials provide explicit instruction to connect sound recognition with syllable formation and word encoding. For example, in Unidad 2, Semana 1, Día 1, the teacher introduces the /t/ sound using an articulation video and card, guiding students to isolate and identify /t/ in words such as *tapa, tema,* and *tiza.* Students then combine /t/ with each vowel to form syllables (*ta, te, ti, to, tu*) and practice encoding these syllables into simple words.

The materials use modeling and visual supports to build decoding and encoding skills. For example, in Unidad 1, Semana 2, the teacher models how to blend syllables to form words such as *me + sa = mesa, pu + ma = puma,* and *mo + to = moto.* Students practice this process with guidance, moving from oral blending to written representation, to apply grade-level sound-spelling patterns and syllable combinations during reading and writing tasks.

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

In kindergarten, the materials guide teachers in explicitly introducing grade-level sound-spelling patterns through modeled instruction. For example, in Unidad 2, Semana 1, Día 1, the teacher presents the word *tapa* and emphasizes the sound /t/. The script states: "Haga énfasis en el sonido /t/," followed by breaking the word into syllables (*ta-pa*) and prompting students to repeat and identify the initial sound. The lesson includes comparisons such as *tapa* and *tema,* reinforcing recognition of consistent initial phonemes and their placement in consonant-vowel (CV) syllabic structures. This lesson supports direct instruction on syllabic spelling patterns aligned with the kindergarten-level Spanish TEKS.

In kindergarten, materials provide explicit teacher guidance to connect oral language with written syllabic forms. In Unidad 4, Semana 1, Día 1, the lesson introduces the word *foca* alongside a labeled image card. The teacher is prompted to isolate the initial sound /f/ and reinforce it using a hand signal. Instruction then transitions to the written representation: "El sonido /f/ se escribe con esta letra que se llama efe." The word *foca* (CV-CV) exemplifies a common syllabic pattern. Students repeat both the phoneme and the letter name, supporting development of phoneme-grapheme correspondence and spelling pattern recognition.

In kindergarten, the materials include visual and scripted tools to guide instruction on spelling patterns using syllabic breakdowns. Under the "Foundational Skills Lesson Presentations," weekly slide decks align with the targeted phonics pattern and include visuals, modeled syllabification, and decoding routines. For example, in Unidad 1, Semana 1, the teacher is guided to introduce the vowel *Aa* with articulation practice using words such as *abeja, aleja,* and *avión*. The practice includes recognizing and decoding syllables in words like *abeja* (VC-CV) and *aleja* (V-CVCV), supporting pattern generalization through repetition and visual reinforcement.

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 kindergarten, the materials offer a variety of Spanish-language activities designed to develop and reinforce grade-level sound-spelling patterns through cumulative review. For example, in Unidad 1, Semana 3, Día 1, instruction includes a modeled introduction of the sound /p/ using words such as *pala* and *pelo.* Students then participate in a card activity using words like *pera* and *puma,* where they identify and practice the /p/ sound within syllables. The lesson concludes with the decodable text "Pico pico," in which students apply their decoding skills to read words containing previously taught patterns, reinforcing their understanding through connected text.

Materials provide hands-on and digital tools to support cumulative review of sound-spelling patterns. For example, in Unidad 4, Semana 1, Día 1, students use letter cards for *f, a, e, i, o,* and *u* to form and read

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syllables such as *fa, fe, fi, fo,* and *fu.* These activities are paired with the ePocket Charts tool, which provides interactive sorting, word building, and sentence creation tasks. Students decode and encode words using taught syllable patterns, reinforcing fluency and accuracy with consonant-vowel combinations.

The materials use rhymes, gestures, and small-group activities to build and reinforce sound-spelling patterns. For example, in Unidad 1, Semana 2, the teacher introduces the initial sound /m/ with the word *mesa* and guides students to repeat the syllables *me-sa* while making the Señal del sonido inicial. Students then use tarjetas de letras to revisit vowel sounds and combine *m* with each vowel to form syllables such as *ma, me, mi, mo,* and *mu,* supporting both phonemic awareness and grapheme recognition.

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 kindergarten, the materials provide a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations in isolation and in authentic Spanish decodable connected texts; for example, in Unidad 2, Semana 2, Día 2, students combine syllables to read words such as *pila, pala,* and *mala.* They then apply their skills by reading the decodable text "¡Toma, Lola!" For encoding, students write words like *loma* and *pala* in isolation and use *Mi lectura y escritura* to compose sentences and other connected text.

Materials include systematic decoding and encoding practice within authentic Spanish instruction; for example, in Unidad 3, Semana 1, students receive explicit instruction on the letter-sound correspondence for s and practice forming syllables such as *sa, se, si, so,* and *su*. Students decode words like *seco, soda,* and *pesa* by identifying and blending individual sounds. For encoding, students trace and write the uppercase and lowercase S/s, use syllable cards to form words, and spell names such as *Simón, Sara,* and *Sofía.* They also apply phonics skills while reading the connected text "Suma en la sala."

Additionally, the materials provide opportunities for decoding and encoding words using interactive and print-based activities; for example, in Unidad 6, Semana 2, Día 2, students read words in isolation, such as *cine, cena, maza, mazo,* and *rizo,* before applying their skills to the decodable text "¿Qué ve el zorro?" For encoding, students write words including *circo, cine,* and *pozo* in isolation and extend their writing into connected sentences using *Mi lectura y escritura*.

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