

I Love to Read in Spanish, LLC

Spanish Phonics, 1

Poquito a Poco-Desarrollo de Habilidades Fundamentales de Lectoescritura, Grado 1

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9781966061502	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	1	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	24 out of 26	92%
3. Supports for All Learners	26 out of 26	100%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	65 out of 67	97%

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

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 this guidance met.	3/3
1.1b	All criteria for this guidance met.	2/2
1.1c	All criteria for this guidance met.	2/2
1.1d	All criteria for this guidance met.	2/2
1.1e	All criteria for this guidance met.	2/2
—	TOTAL	11/11

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

The materials include a *Guía curricular* that provides a weekly pacing guide aligned to the Texas Essential Knowledge and Skills (TEKS). For each week, the guide identifies the instructional materials and the specific TEKS addressed. The *Guía curricular* presents the suggested pacing in a table organized by week. Each weekly row includes columns for the series name, daily lesson titles, phonemic awareness and phonics TEKS, spelling, phonics focus, high-frequency words, handwriting, reading comprehension, and extension knowledge lessons.

The materials also provide a scope and sequence in the section titled "Guía de implementación para primer grado," which outlines each volume series and its instructional focus. The "Guía de enseñanza para primer grado" in the *Guía del docente* describes the sequence of the series and how each builds upon the previous one. The guide describes the progression of difficulty across the series. For example, Serie verde strengthens fluency and accuracy by focusing on words with three or more syllables, while the Serie amarilla expands the phonetic foundation of the Serie verde by introducing three-syllable words with *r* and *l* consonant blends.

1.1b – Materials include suggested pacing (pacing guide/calendar) to support effective implementation for various instructional calendars (e.g., varying numbers of instructional days – 165, 180, 210).

The materials include a *Guía curricular* that outlines instruction across a total of 33 weeks. The section titled "Implementación Adaptable y Flexible al calendario escolar" states that the program is designed for

a 33-week implementation but allows for flexibility. The materials also offer guidance on delivering either five daily lessons per week or four lessons with one additional day reserved for review or extensions.

The "Implementación adaptable y flexible al calendario escolar" section includes three sample structures for 165-, 180-, and 210-day instructional calendars, facilitating adaptability across diverse scheduling needs. Teachers modify the schedule by pausing, accelerating, or extending review days as necessary. For instance, on the 165-day calendar, five lessons are delivered per week. On the 180-day calendar, teachers are guided to deliver four lessons per week and dedicate the fifth day to cumulative review, extension activities, or additional practice.

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

The chapter "Guía de implementación para primer grado" outlines the program's rationale and describes the scope and sequence table that details the instructional progression. It explains the order of units and the conceptual connections among them. The guide states that instruction follows a systematic and cumulative structure, with each series building upon the previous one. It presents a clearly defined sequence designed to support skill development and instructional progression. By articulating the relationships between concepts, the guide equips educators with information to deliver cohesive and connected instruction across units. For example, "La serie roja consolida las habilidades aprendidas previamente e introduce patrones más complejos."

The "Guía de implementación para primer grado" chapter presents a systematic and cumulative phonetic approach that begins with simple structures and progresses to more complex ones. It provides a structured sequence that enables educators to scaffold instruction, introducing foundational skills before addressing more advanced phonetic concepts.

The "Un vistazo a las destrezas" section of the *Guía del docente* provides a detailed description of the weekly instructional topics. At the top of each section, the "Objetivo de la unidad" summarizes the rationale for the unit sequence. For example, it states, "La serie roja consolida las habilidades aprendidas previamente e introduce patrones más complejos."

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

The materials include a video, *Cómo internalizar las lecciones con Hola Books*, that provides guidance for teachers to help internalize Hola Books lessons. It summarizes the steps to plan found in the *Guía del docente*. In this guide, the section "Cómo prepararse para enseñar el programa de Hola Books" provides guidance for implementation and steps to prepare for the lessons, including lesson overview, review slides, get materials, and vocabulary. It also includes recommendations on the time spent on each activity.

The materials begin each unit with a general overview that includes the unit objectives, key vocabulary, and assessment components. The *Guía del docente* features a planning section that outlines specific parts of each lesson, offering a clear and structured pathway for instruction. For example, "Repase las diapositivas: Familiarícese con las diapositivas de cada semana para conocer los elementos visuales y su relación con los pasos de la lección."

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

The material includes the *English Guide for School Leaders for Developing Fundamental Literacy Skills* in Spanish. This English-language guide closely parallels the teacher guide, *Guía del docente*, and provides school leaders with guidance on understanding the program and its available resources to support teachers with implementing the materials as designed.

The digital materials under "Recursos adicionales" include a video titled "Explore this guide for school leaders on developing foundational literacy skills in Spanish with Hola Books." This seven-minute video explains how the materials support structured instruction in bilingual classrooms. It outlines the planning process for school leaders and details how the resources promote instruction grounded in oral language development, phonological awareness, and early reading comprehension within bilingual settings.

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 "Un vistazo a las destrezas" section of the *Guía del docente* provides a detailed description of the topics addressed per week. At the top of each page, the "Objetivo de la unidad" provides a summary of the skills taught in the series, including references to previous knowledge—for example, "Basada en Hola Books-Nivel K, amplía la decodificación con estructuras silábicas más complejas en textos más largos." It also provides a rationale for the sequence of the lessons such as "La Serie roja está diseñada para ampliar el repertorio lector de los estudiantes através del análisis de la estructura interna de las palabras."

The *Guía del maestro* includes a table organized by weeks, with each row divided by days. Each day includes a brief description and the title of the book to be read. The table also highlights key vocabulary from the shared reading book, which teachers will introduce during small group instruction, as outlined in the "Plan de acción para grupos pequeños" found in the "Daily Lessons" at the end of each instructional week. For example, Week 29 features the words *mostrador* and *clasificar*.

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

The "Conexión con familias" section of the teacher guide includes one letter per series, available in both Spanish and English, to send home. Each letter summarizes key concepts students will learn in class such as specific phonics skills, syllable patterns, and new vocabulary. For example, the Serie roja letter explains that students will learn words with prefixes and suffixes. The letters also suggest strategies parents can use to reinforce classroom instruction, listed under the heading "Estrategias de apoyo."

The materials provide letters intended for photocopying and distribution to families at the start of each new series. These letters are available in both English and Spanish. They encourage parents or caregivers to engage in activities such as identifying punctuation in texts read at home, playing with words, or going on a word scavenger hunt. Some recommended activities appear in more than one letter. For example, "Remember, free resources to practice reading and writing at home are available at holabooks.com."

1.3 Lesson-Level Design

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

1.3a – Materials include comprehensive, structured, detailed lesson plans that include daily objectives, questions, tasks, materials, and instructional assessments required to meet the content and language standards of the lesson (aligned with the TEKS).

The *Guía del docente* provides a daily lesson overview that explains each component of the lesson. The daily lesson plans include the TEKS and specific learning objectives. The lesson plans are structured in a predictable sequence that includes phonemic awareness, print awareness, letters and sounds, alphabetic knowledge, handwriting, and shared reading. Each section provides a detailed script for teachers that includes questions to check for understanding of the lesson objectives. For example, "Mira las dos primeras letras. ¿Qué sonido hacen juntas?" The lesson also includes questions that promote language use. During the shared reading portion, in the after-reading instructions, the teacher consistently prompts students to share with a partner. The script provides a sentence frame for linguistic support: "Piensa y dile a tu compañero cuál fue tu parte favorita y por qué. Puedes usar el marco de oración: Mi parte favorita fue ____ porque ____."

Throughout the series, "Evaluaciones de habilidades fundamentales" assess fundamental skills and list the objectives, TEKS, and required materials. Each assessment includes a brief description such as "Estas evaluaciones están diseñadas para proporcionar información sobre las fortalezas de los estudiantes y las áreas en las que podrían necesitar apoyo adicional o enriquecimiento." The materials indicate how students will demonstrate mastery by including end-of-lesson tasks and independent activities that align directly with the lesson objective and targeted phonics skill. Guiding questions are embedded such as "¿Qué sonido escuchan al inicio de esta palabra?" within the instructional sequence to support real-time checks for comprehension.

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

The *Guía del docente* presents a daily lesson overview at the beginning of each lesson. This overview clearly outlines the required materials for both teachers and students. It includes items such as the slide deck number and corresponding QR code, whiteboards, student activity books, anchor charts, and other instructional tools. For instance, the objective for Day 1 of Week 1 is "Combinar sílabas trabadas." The

materials listed for this lesson include "Presentación de fonética: Semana 1.1, pizarra o papel y lápiz, Cuaderno de práctica, para cada estudiante."

The instructional materials provide designated timeframes for each component within the daily lessons. These time allocations are included in the lesson overviews and are consistently present across units. Each lesson features a breakdown of instructional time for components such as: Conciencia fonológica–5 minutes, Conciencia del texto impreso–3 minutes, Letras y sonidos–2 minutes, Conocimiento alfabético–5 minutes, Lectura compartida–10 minutes.

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

The instructional materials include guidance for teachers on using lesson materials for extended practice through the student practice component. At the end of each lesson, a dedicated section outlines the targeted practice activity, including the activity name and the specific student materials required. For example, students use *Mi cuaderno de práctica* to complete structured tasks aligned with the day's lesson objective such as "clasificar sonidos de letras, palabras con letras, etc."

The *Guía del docente* includes lessons with integrated support designed to meet the needs of students. Teachers can identify these supports by looking for an exclamation mark followed by the words *¡Esté atento!* These notes offer information, recommendations, and suggestions to support students who need additional help mastering the skills or to reinforce learning—for example, "Si sus estudiantes no están listos para combinar y segmentar sílabas o fonemas en las palabras, practiquen primero identificar los sonidos iniciales de las palabras siguientes: . . . También pueden asignar actividades del cuaderno de práctica para reforzar las habilidades fundamentales."

The materials also include a "Cuaderno de práctica adicional" to reinforce foundational skills. Located at the end of the lesson, this section provides extra opportunities for students to apply newly learned skills.

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	The materials do not include summative assessments at the lesson level.	7/9
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	19/21

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.

The materials embed a variety of instructional assessments, including formative assessments and progress monitoring tools, within each of the five color-coded series, which vary in tasks. For example, formative assessments at the lesson level include a variety of activities such as timed oral reading, "Pida al estudiante que lea el pasaje en voz alta durante un minuto," sentence transcription, "Escucha y escribe la oración," and creative writing with illustration, "Escribe tu oración favorita en la línea y haz un dibujo para ilustrarla." The formative assessments include questions that vary in format such as incorporating listening comprehension, open-ended responses, and performance-based tasks aimed at evaluating "dictado, fluidez, y precision." The materials do not include summative assessments at the lesson level.

Mi cuaderno de práctica provides a variety of formative assessments that include two parts. The "Puedo leer más" section measures how well students decode text in context and demonstrate comprehension. In the "Dictado" section, students complete fill-in-the-blank sentences and write a complete sentence, allowing teachers to assess spelling, grammar, and mastery of phonics patterns.

The *Guía del docente* includes end-of-series formative assessments that focus on foundational reading skills such as sound identification, syllable decoding (CV, VC, VCV), and reading words with multiple syllables. The *Guía del docente* also includes a section titled, "Después de leer," guiding the teacher to evaluate reading comprehension using open-ended questions through discussion or independent practice. The materials also include diagnostic assessments at the unit level.

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

The "Monitoring Progress with Hola Books" section of the *Guía del docente* defines the instructional assessments included in the program and explains their intended purpose. The materials state that, "The dictation and oral reading fluency assessments, integrated into the *Mi cuaderno de práctica*, help assess both encoding and comprehension, in addition to measuring how fluently and accurately students can read connected text." For example, during dictation, students label pictures and write sentences related to the texts, reinforcing vocabulary and story connections.

The materials provide a definition of the decoding assessments administered at the end of each unit. Teacher guidance explains that these assessments are designed to measure reading automaticity and accuracy. Additionally, the materials outline the purpose of these assessments: to identify the phonics skills students have learned and internalized during instruction.

The *Poquito a poco English Guide for Administrators and Instructional Coaches for Developing Fundamental Literacy Skills in Spanish* describes the purpose of spelling assessments provided as tools for monitoring students' progress in decoding and encoding skills. The guide explains that spelling, or encoding, is a strong predictor of reading, or decoding. These assessments align with each concept in the program and support systematic progress monitoring.

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

The materials provide clear guidance to support teachers in consistently administering instructional assessments. The *Guía del docente* provides a "Un vistazo a las destrezas" section for each series in the program. This section presents a table outlining the daily learning objectives across the ten-week sequence. It uses an icon to indicate assessment weeks, helping teachers plan for and consistently administer assessments at designated points in instruction.

The *Guía del docente* provides tips and reminders to support consistent and accurate assessment administration, including suggested time limits and guidance on dividing longer assessments over multiple days or class periods. Two pages in the guide focus specifically on assessment administration. The first page explains the purpose of the assessment, how to use it, and important considerations for administering it. The second page lists 10 detailed steps for teachers to follow. For example, step 7 advises teachers to suspend the evaluation if a student makes 3 or more consecutive errors.

The materials guide teachers through each step of the assessment administration process. They provide clear instructions for preparing materials, presenting the assessment to students, managing time, and accurately recording student responses.

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

The materials include TEKS-based lesson plans for daily instruction that incorporate formative assessment opportunities to evaluate student learning. Each daily lesson in the *Guía del docente* identifies specific learning goals along with the corresponding TEKS. On designated assessment days, the materials intentionally assess those objectives. For example, by week 4, students have mastered phonics TEKS 1.2Bi, 1.2Biii, and 1.2Bv, which include words with the sounds /l/, /s/, /m/, /p/, /t/, /d/, /n/, /f/, /v/, /b/, /r/, /ñ/, /k/, and /x/. The first assessment in the Serie verde features decoding tasks and sounds, including reading words such as *monopatín*, *pavimento*, and *aburridos*.

The materials include a *Evaluaciones* guide that includes diagnostic tools to determine students' starting points, formative assessments (such as dictados, decoding checks, and oral reading fluency measures) to monitor learning throughout instruction, and summative assessments to evaluate mastery at the end of a unit. Assessment tasks vary in format—including word-level decoding, sentence dictation, connected text fluency, and comprehension prompts—ensuring that teachers have multiple ways to capture student understanding and growth across foundational language skills.

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

The materials include TEKS-aligned instructional assessments that incorporate at least two levels of complexity. For example, in *Mi cuaderno de práctica* for the Serie verde, the pages labeled "Las letras Nn, Ff, Bb, Vv, Ñn, and Rr" prompt students to engage in both basic phonics practice (e.g., identifying and writing beginning sounds with the targeted letters) and higher-order tasks such as clapping and counting syllables in words. These activities support foundational skills while introducing more advanced phonological awareness tasks, demonstrating a clear range of complexity aligned to early literacy TEKS.

The materials also provide TEKS-aligned assessment tasks at more than two levels of complexity, particularly in the "Evaluación de habilidades fundamentales" at the end of the Serie verde. In the "Dictado" section, students first complete a fill-in-the-blank sentence, requiring decoding and word recognition. Then, they compose their own sentence, a more complex task involving writing fluency and syntax. Additionally, the assessment includes oral reading and comprehension checks, which further increase the cognitive demand. These varied tasks reflect multiple levels of rigor and are aligned with grade-level TEKS for phonics, fluency, and comprehension.

2.2 Data Analysis and Progress Monitoring

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

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

The materials include instructional assessments and scoring information, as well as rubrics and guidance for interpreting student performance, including the next steps. For example, the *Guía del docente* states that when administering the "Identificación de sonidos" assessment, "Una puntuación aprobatoria de 15 sonidos permite empezar la Serie verde 1. Una puntuación aprobatoria de 5 sonidos permite empezar la Serie verde 2. Continúe enseñando y evaluando hasta que el estudiante domine todos los sonidos." Furthermore, when administering the "Evaluación de palabras," teachers follow guidance stating, "Una puntuación aprobatoria es del 80% o 22 de 27. Una puntuación inferior al 80% significa que el estudiante debe repasar los sonidos de las letras o palabras con m, p . . ."

The materials include assessments at the end of every other lesson in each series and embed scoring guidance throughout each unit. The decoding and fluency assessments include general scoring instructions to help teachers track student progress. For example, "Registre la cantidad de palabras leídas correctamente, anotando errores o autocorrecciones. Revise la segunda parte de la evaluación para evaluar rápidamente la comprensión." This guidance supports teachers in correctly tracking fluency and decoding.

Additionally, the materials provide rubrics with performance descriptors to help teachers determine each student's level of mastery. The decoding rubric, "Lectura en voz alta," uses three levels—Adquirido, En proceso, and Por desarrollar—with detailed descriptions of observable student behaviors for each performance level. The fluency rubric includes four levels—Requiere apoyo, Se acerca al nivel, Al nivel, and Nivel avanzado—and each category provides a range of words per minute (WCPM) to define performance bands.

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

In grade 1, the *Guía del docente* provides guidance on using tasks and activities to address student performance trends on assessments. During the evaluation process, teachers receive instructions such as, "After the assessments, analyze the data: Review the results from both assessments to identify trends

and patterns." This is followed by recommended next steps. For example, "Plan your next steps. Use the data to group students based on the support or enrichment activities they need. Refer to your materials for reteaching strategies, additional practice resources, and extension opportunities." It prompts the teacher to use the resource "Practica adicional" as one of the tools to respond to students' performance on assessments.

The materials provide guidelines to help teachers interpret student trends and adjust placement or reteach based on specific performance thresholds. For the "Evaluación de sílabas," "If students score 80% or are able to read 10 of 13 words, the teacher can continue with the instructional pacing guide. If the student scores below 80%, instruction should begin at Serie verde, Unidad 1." Teachers use the same 80 percent cut score on the "Evaluación de palabras" to determine whether the student continues with pacing or returns to foundational instruction in Serie verde.

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

The guide *Instrucción a la medida: Guía para atender las necesidades de todos los estudiantes* includes a variety of tools that support teachers in tracking student progress and growth. For example, the "Registro de evaluación de fluidez de lectura oral (FLO) y dictado" allows teachers to document students' oral reading fluency and sound identification. The "Registro de evaluaciones de habilidades fundamentales y fonética" includes tracking forms that help teachers record and monitor student performance over the span of a multi-week series. Each form features a column to list student names, two rows per student to record both the score and number of errors for each assessed skill, and separate columns to track student performance in Sonidos iniciales, Sílabas, Palabras, and Dictado.

The materials include tools that help both teachers and students monitor progress along Hola Books' foundational skills scope and sequence. Teachers are provided with tracking sheets and evaluation rubrics to record student growth over time, while students are supported with self-assessment checklists and reflection tools that allow them to actively track their own learning across the targeted phonological awareness, phonics, fluency, vocabulary, and comprehension skills.

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.

Grade 1 materials provide guidance and activities to support students who have not yet reached grade-level proficiency. The materials include strategies such as close support, personalized tools, alternative demonstrations, and additional practice to address individual needs during whole-class instruction. Lessons prompt teachers to differentiate in small groups by using tracking data to form flexible groups and adjust instruction based on student needs. Embedded scaffolds within lessons help all students engage with grade-level content.

The *Guía del docente* features weekly review lessons designed to revisit and reinforce previously taught content for students who have not yet reached grade-level proficiency. Day 5 of each week provides a range of instructional tools and encourages teachers to select appropriate practice activities such as *Mi cuaderno de práctica*, decodable books, and Tarjetas para la conciencia fonológica, as needed. For example, in Week 19, Day 5, the "Instrucción a la medida" section includes a table that lists specific skill needs alongside ideas for planning personalized activities.

The daily lessons in the *Guía del docente* include teacher guidance on instructional strategies to support decoding. For example, on Week 19, Day 1, the guide prompts teachers to pay attention during the presentation. The section "Conciencia fonémica" states, "If students need more practice to blend and segment sounds, use a visual aid such as Elkonin boxes or the touching of each syllable separately." It also includes guidance during the "Sílabas" section, providing specific questions to guide students to read words with diphthongs such as, "Mira estas vocales juntas, ¿Puedes decirlas separadas? Vamos a deslizarse suavemente en la misma sílaba."

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)

The materials provide pre-teaching and embedded support for vocabulary development within decodable texts. The *Poquito a Poquito, Guía del docente* instructs teachers to intentionally plan vocabulary instruction. A dedicated vocabulary section directs teachers to review each lesson in advance and identify unfamiliar or potentially challenging words. The guide advises teachers to provide clear explanations, incorporate visuals, and use student-friendly definitions. For example, in Week 4, Day 2, in the "Antes de leer" section, the materials prompt the teacher to pre-teach vocabulary, saying, "La palabra de vocabulario es pavimento y se refiere al piso o suelo de una casa o la calle. Puedes voltear y decirle a tu compañero en tus propias palabras qué significa la palabra pavimento."

The materials also include embedded supports to help clarify references in text such as homophones, multiple-meaning words, and academic or figurative language. In the *Guía del docente*, teachers receive guidance on how to make these references comprehensible to students. For example, when introducing homophones like *vaca* and *baca*, the guide suggests explaining the difference using visuals or real-world examples to reinforce context-based understanding. Similarly, for words with multiple meanings like *hoja*, the materials prompt teachers to clarify meaning according to the usage in the sentence or text. Additionally, the "Scope and Sequence" guides instruction by identifying key vocabulary for each decodable book. For instance, the decodable book *Sami y Sara* includes words like *plataforma* and *equilibrio* because they have multiple meanings and support contextual vocabulary development.

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.

The grade 1 *Guía del docente* includes teacher guidance for differentiated instruction for students who have demonstrated proficiency in grade-level content and skills. The section "Apoyar la diferenciación con recursos adicionales" includes a table that features the resources designed to extend learning with recommendations about how to use them. Suggestions include ideas such as, "Use the pages of additional practice or games to help students recognize the letters already learned."

The materials include embedded guidance for differentiating instruction by prompting teachers to observe and respond to individual student needs. For example, in Week 7, Day 4, a flowchart helps teachers identify reading behavior such as reading fluently or recognizing words easily. For proficient readers, the guidance suggests modeling advanced reading strategies. For example, during the shared reading time, if a student reads with high fluency and accuracy, the materials encourage the teacher to move beyond decoding and focus on expression, appropriate pacing, and comprehension to ensure continued challenge and engagement. The lesson also provides structured extension opportunities for students who exceed grade-level skills. It recommends assigning more complex decodable texts or

extending fluency tasks with longer texts. For example, it suggests using the decodable *Valentina y Guille van al zoológico* to reinforce phonics and extend literacy through summarizing, sharing opinions, and text-based discussion, which supports vocabulary, comprehension, and fluency beyond the core objectives.

The *Guía del docente* includes teacher guidance for extension activities in the section "Cómo empezar con Hola Books." The recommended 90-minute block includes 10 minutes designated for application or extension activities such as discussing or writing in response to a text, creating art, or engaging in themed projects that enhance understanding. The weekly instruction recommendation also describes Day 5 as a day devoted to application and extension activities.

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.

The grade 1 materials include explicit prompts to support the teacher in modeling and explaining the concepts to be learned. For example, in the *Guía del docente*, Week 28, Day 1, Lesson "El impermeable de Sara: palabras con prefijos im, des, in, bi," in Section 2, "Prefijos," the lesson begins by prompting the teacher to start with slide 9 and provides an explicit script to explain the concept of prefixes: "Vamos a aprender a decodificar palabras con prefijos. Un prefijo es una parte de una palabra que va al principio para darle un nuevo significado. Hoy vamos a aprender a decodificar los prefijos im, des, in y bi."

The materials also provide explicit modeling prompts, guiding the teacher to model the meaning of each prefix with clear examples, "im- significa 'no' o 'sin'. Si digo imposible, significa que no es posible. El prefijo des indica lo opuesto de una acción o 'quitar algo'. in- significa 'no' o que hace falta, y bi- significa 'dos' o el doble de algo."

Another prompt guides the teacher to show slides 10–13 one at a time, and to say each prefix—*im, des, in, bi*—aloud together with the students.

Materials also include explicit prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned. Throughout phonemic awareness, dictation, and whiteboard activities, the lessons guide teachers to model pronunciation, writing, and blending sounds. For example, the materials include clear directions such as "Diga: Vamos a repasar sonidos iniciales y leer y escribir palabras," "Modele cómo separar la palabra en sílabas," and "Modele cómo escribir la palabra usando las letras correctas."

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

The *Guía del docente* includes teacher guidance and recommendations for effective lesson delivery and facilitation using a variety of instructional approaches. In Week 33, Day 1, the section "Conciencia fonémica" provides teacher guidance to support effective lesson delivery using multiple instructional approaches. The materials guide the teacher to observe students and incorporate scaffolded instruction as needed. If students are not ready to combine and segment syllables or phonemes, the materials

instruct the teacher to have them first practice identifying initial sounds. The daily lesson also walks the teacher through multiple instructional approaches, including direct instruction, guided practice, and independent practice.

The materials include teacher guidance and recommendations for effective lesson delivery using a variety of instructional approaches. In the *Guía del docente*, Week 13, Day 5, the "Instrucción a la medida" section provides structured guidance for review, using multiple approaches tailored to student needs. For example, the materials recommend letter identification, sounds bingo, syllable combination activities, decodables, handwriting, and phonemic awareness activities such as rhyming games and Elkonin boxes for sound blending and segmenting. The guidance also supports flexible grouping, advising teachers to organize students in small groups, pairs, or independently based on their specific needs. The materials also include independent practice through the student workbook, which offers activities designed for students to complete on their own or with minimal adult support.

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.

The materials support multiple types of practice activities to support effective implementation. In *¡Estoy Listo! Guía del docente*, Week 13, Day 5, the "Instrucción a la medida" section offers various practice activities, including letter identification, sounds bingo, syllable combination, decodables, handwriting, and phonemic awareness tasks such as rhyming games and Elkonin boxes for sound blending and segmenting. The guidance also supports flexible grouping, advising teachers to organize students in small groups, pairs, or independently based on their specific needs.

In Week 1, Day 4, Activity 6, the lesson guides teachers in delivering phonics instruction focused on decoding two- and three-syllable words (e.g., *mo-li-no*, *ma-ña-na*), including structured support for oral reading and visual cues. Students apply their understanding during dictation by writing segmented words on individual whiteboards, allowing for guided reading, dictation, and independent writing practice.

In Lesson 10, students read and write complete sentences (e.g., "La foto es de la niña.") with teacher support, focusing on punctuation, intonation, and accurate sound segmentation. Teachers use choral repetition, syllable breakdowns, and scaffolded writing to guide students. The lesson combines oral and written language practice to reinforce phonics instruction in meaningful contexts.

3.3 Support for Emergent Bilingual Students

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

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

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

The *Guía del docente* includes a section titled "Adaptaciones lingüísticas para estudiantes multilingües," which provides guidance on language adaptations to support multilingual students with varying levels of Spanish proficiency. This section features a table with a column listing the recommended adaptations. For each adaptation, the table includes a description, an example, and teacher support in the form of guiding questions.

The program emphasizes inclusive strategies such as vocabulary development, alternative response options, and sentence frames to support teachers in effectively using the materials in bilingual and English as a Second Language (ESL) programs. The materials also include implementation strategies for multilingual learners. For example, the materials ask teachers to "consider preparing flashcards with pictures or real objects to clarify the meaning of new words" for multilingual or emergent bilingual (EB) students.

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.

The materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, building background knowledge, and increasing comprehension through oral discourse. The Hola Books provide a decodable library. After a new phonics skill is introduced, a decodable text is presented so that students can practice the new skill, along with previously learned ones, in context.

At the end of shared reading, the *Guía del docente* prompts the teacher to pair students for discussion of a comprehension question related to the story, in which they have an opportunity to use academic vocabulary. Additionally, each of the decodable books has a set of questions that the teacher can use when reading the decodables in a small group setting. For example, in Week 29, Day 4, the *Guía del docente* directs the teacher to lead a shared reading of *El partido increíble*. In Section 10, "Lectura compartida," the materials guide the teacher to prompt student conversation by saying: "¡Wow! ¿Qué te pareció el partido? Piénsalo y luego cuéntale a tu compañero cuál fue tu parte favorita y por qué." The sentence frame "Mi parte favorita fue ____ porque ____" supports structured student discussion.

The "Desarrollo del lenguaje" section prompts students to talk with a partner about a game they enjoy playing outdoors with friends, promoting oral discourse and building background knowledge by making personal connections.

The materials include embedded guidance to support teachers in helping emergent bilingual students develop academic vocabulary, build background knowledge, and increase comprehension through written discourse. For example, in the *Guía del docente*, Week 27, Day 5, the lesson guides teachers in using the decodable book "El torneo de fútbol" in small groups. *Mi cuaderno de práctica* provides a follow-up activity titled "El torneo de fútbol: Leer y escribir," located in the appendix of the student activity book. Students read a paragraph from the text and use background knowledge to sort words by the number of syllables. If needed, they discuss their work with a partner. The activity also includes a section where students identify words with hiatuses, which is the focus skill for that week. The task offers a structured opportunity for students to write, engage in peer discussion, and use academic vocabulary to deepen their understanding. The activity "Dictado con oraciones completas" allows students to write full sentences using high-frequency and phonics words, improving comprehension through written language.

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 materials include **Guía para el desarrollo de la conciencia metalingüística**, which supports the metalinguistic transfer from English to the partner language. The materials provide structured opportunities for students to apply academic language learned in one language to the other. For example, activities that use cognate lists help students recognize and connect related vocabulary across English and Spanish. Additionally, the materials include interactive practices where students compare language structures such as adjective and noun placement in English versus Spanish, through guided oral discussions or contrastive grammar tasks.

The materials include a guide that outlines when and how to highlight similarities and differences between the two languages to support students' development of metalinguistic awareness. It includes opportunities to compare phonological, morphological, syntactic, and semantic features between English

and Spanish and suggested prompts and teacher language for facilitating transfer during read-alouds, foundational skills lessons, and writing activities.

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.

The materials include sequenced instruction of phonics skills. The grade 1 "Scope and Sequence" in the *Poquito a poco: English Guide* demonstrates a structured phonics progression, beginning by introducing phonics skills that help students learn to read and write. Series 1 starts with a kindergarten review of simple, high-utility letters and sounds such as l, s, m, p, and t. Then, the program moves to more complex applications in Series 2, including c, z, h, y, g, j, etc. Additionally, the materials provide a detailed sequence that follows a structured phonics progression, beginning with "focusing on words with three or more syllables . . ." in unit 1 of the Serie verde, and advancing to "build fluent reading through the identification and decoding of hiatuses . . ." in unit 4 of the Serie azul.

The daily slide presentations, "Presentación de fonética," follow a structured phonics progression, beginning with simple sound-symbol correspondence and systematically advancing to more complex patterns. For example, early lessons focus on blending words with simple syllables, and later units progress to decoding and applying phonetic knowledge with sílabas trabadas such as bla, bra, and gla. In each series, during daily instruction, the notes guide teachers through a predictable routine: first decode simple sounds, then two, three, and four-syllable words in isolation, and then apply that knowledge in decodable texts in context.

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

The grade 1, *Poquito a Poquito: Guía del docente*, includes structured lessons with direct instruction and repeated phonics practice. Students engage in explicit, isolated practice through teacher-led activities, including sound segmentation, syllable blending (e.g., ma, pa), and dictation tasks that require identifying specific letters for corresponding sounds. Whiteboard practice reinforces correct letter formation and sound matching in isolation. For example, in the lesson "Palabras con m y p," Day 1 begins with a

phonemic awareness activity in which students orally blend syllables containing /m/ and /p/ to form words. This is followed by the "Sonido" segment, where students review individual letter sounds previously introduced in kindergarten (a, m, o, i, p, e, u). Students also engage in a "Dictado" activity, where the teacher says a sound and students write the corresponding letter. They then use *Mi cuaderno de práctica* to independently reinforce the skills they have learned.

The daily "Presentación de fonética" slide decks include speaker notes that provide teachers with instructional guidance. The script guides teachers to introduce new phonics skills through direct instruction using a predictable routine that includes phonological awareness, print awareness, letters and sounds, alphabetic knowledge, calligraphy, and shared reading. The lessons move from practicing sounds in isolation to applying them in context through decodable text during shared reading. Ongoing practice through decodable texts is evident in the Shared Reading component, which is part of a broader, systematic sequence of decodable texts integrated throughout the curriculum.

The lessons in the *Guía del docente* reflect intentional, ongoing practice by revisiting high-frequency words and syllables introduced in earlier instruction and integrating them into new decoding tasks. For example, *Mi cuaderno de práctica* includes follow-up activities such as reading a short passage and identifying specific contractions (e.g., al, del), reinforcing phonics application in context. The "Dictado" routine further supports this practice by requiring students to encode words and sentences using known phonics patterns. Students also read decodable books aligned with the phonics approach, providing ample opportunities to apply decoding skills in connected texts.

4.2 Daily Instructional Sequence and Routines

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

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

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

In grade 1, daily lessons in the *Guía del docente* begin with explicit phonics instruction where teachers model the skill being introduced. Lessons follow the same instructional routine throughout the material. Each lesson includes the focus skill, the TEKS, and a script of what to say and do. For example, in lesson 2.1, the guide prompts the teacher to model the skill they are working on, "Diga: Vamos a combinar sílabas para formar palabras. Modele: Por ejemplo, ba - ñar - se, bañarse. ¿Qué palabra formamos con ba - ñar - se? (ba - ñar - se, bañarse)."

The daily "Presentación de fonética" slide decks' speaker notes guide teachers through the delivery of each lesson. On the first slide of every new section, teachers are consistently prompted to model the routine that will be practiced. For example, in Week 18, the notes for Slide 1 of the Phonemic Awareness section A, "Combinar sílabas en palabras," on Day 1 state: "Diga: Vamos a combinar sílabas para formar palabras.

Modele: Por ejemplo: au - to - bús, autobús. Pregunte: ¿Qué palabra formamos con au - to - bús? (au - to - bús, autobús)." Also on Week 18, Slide 1 of Section 10, "Oraciones," the speaker notes prompt the teacher to model by reading the sentence slowly the first time, and with fluency the second time, and finally to invite students to repeat it together.

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

The Hola Books' materials for grade 1 provide consistent opportunities for explicit, guided instruction in daily phonics lessons. For example, in Semana 12, Día 1, the lesson "Bias y Clementina" focuses on sílabas trabadas con l. In Section 2, the teacher begins with Slide 9 by modeling the process for blending 3 letters to form a syllable, stating, "Vamos a practicar cómo unir tres letras para formar una sílaba trabada. Recuerda que cuando hay dos consonantes juntas, las pronunciamos rápidamente y luego agregamos la vocal." The teacher explicitly models the pronunciation with an example, "/k/, /l/, /a/, 'cla', como en clavel." Following this direct modeling, students engage in guided practice. The teacher displays

Slides 10–19, one at a time, and leads students in chorally reading each sílaba trabada aloud, including *bla*, *cle*, *flo*, *ble*, *cla*, and *fli*.

The materials guide teachers in providing immediate feedback. In the *Instrucción a la medida* guide, a chart offers specific language for giving real-time positive reinforcement as students decode words (e.g., "¡Guau! Recordaste que la c hace el sonido /k/. ¡Excelente trabajo!"). The lessons in the *Guía del docente* instruct teachers to observe students closely to identify those who may need additional support during small-group instruction throughout the slide decks in "Presentación de fonética." The materials list common areas where students may struggle and offer specific strategies and suggestions to address those needs. For example, in Lesson 2.1, Slide 34, the script directs teachers to give immediate feedback, "Escuche la lectura oral de las palabras por parte de los estudiantes y, si es necesario, hágalos leer más despacio. Enfatique el contraste en la segunda palabra. Repita si es necesario."

The daily lessons include guided opportunities for corrective feedback. For example, the materials direct teachers to use the *Instrucción a la medida* resource guide, which serves as a quick reference for offering clear guidance that helps students improve their reading. This resource supports teachers in acting with precision and turning mistakes into learning opportunities. The *Instrucción a la medida* provides differentiated strategies for delivering corrective feedback. For instance, if a student reads with excessive pauses, the teacher might say, "Intenta leer esta oración de nuevo pero con un poco más de fluidez. Recuerda juntar las palabras mientras lees," or "Vamos a practicar cómo leer esta palabra varias veces para que te sientas más seguro."

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

The Hola Books grade 1 daily lessons in *Guía del docente* include collaborative learning through shared reading experiences. For example, in Semana 3, Día 1, Section 12, "Lectura compartida," the teacher engages the class in a shared reading of the story, where students follow along and join in reading aloud when a designated icon signals their turn. During the reading, students turn to a partner and respond to the question "¿A dónde piensas que irán Ema y su familia con su mapa?" using the provided sentence stem "Yo pienso que la familia de Ema irá a ___ con su mapa. Pienso esto porque __," followed by sharing their ideas. Through structured partner interactions, the teacher consistently guides students to share their ideas at the end of the readings. For example, the teacher prompts students by saying, "Piensa y luego dile a tu compañero cuál fue tu parte favorita y por qué."

The materials include independent practice of phonics skills in daily lessons by requiring students to apply sound-symbol correspondence without teacher assistance. In the grade 1 lesson "Palabras con m y p," Day 1, students participate in a "Dictado" activity early in the lesson. For example, the teacher says a sound, and students independently write the corresponding letter, reinforcing their understanding of individual phonemes and graphemes.

The daily lessons include extended sentence dictation as an additional form of independent phonics practice. In the grade 1 lesson, Section 5 features a second "Dictado" activity that follows a mini lesson on the contractions *al* and *del*. For example, the teacher says, "Ahora voy a decir una contracción en voz alta y luego una oración con esa contracción," and students repeat the contraction and write it independently on their whiteboards (e.g., "La contracción es *al*. Me gusta ir *al* cine."), then display their boards to verify their responses before repeating the same routine with *del*.

4.3 Ongoing Practice Opportunities

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

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

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

The materials provide intentional cumulative review by consistently revisiting previously taught phonics skills through structured activities. In *Poquito a poquito: Guía del docente*, the materials periodically embed review lessons to reinforce earlier instruction. For example, on Week 2, Day 5, the weekly review includes practice with words containing *l, s, m, p, t, d, n, v, b, rr, ñ*, and *x*, reinforcing phonics patterns introduced in Weeks 1 and 2. This structure allows students to apply multiple previously learned sound-symbol correspondences in a single lesson.

The *Guía curricular* in the *Guía del docente*, outlines weekly instruction in a column format that specifies the week, instructional series, weekly books, focus skills, etc. The "Enfoque Semanal" column designates Día 5 of each week as a review day. For example, in Week 18, Day 1, the *Guía del docente* introduces the diphthongs *ai, au, ei*, and *eu* in isolation through the "Presentación de fonética" slide deck. On Day 2, students read the decodable book *Sami va en autobús* to reinforce the target skill in context. Day 3 offers additional practice, and Day 4 includes a second decodable, "Los maullidos de Fibi," which also focuses on the same phonics pattern. On Day 5, students review the diphthongs introduced that week, along with previously taught skills such as *sílabas trabadas con r*. The *Guía del docente* lists available resources and allows teachers to choose appropriate differentiated activities, including *Mi cuaderno de práctica*, decodable books, Tarjetas para la conciencia fonológica, and more.

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

The materials include only phonics skills that the program explicitly teaches. The *Guía curricular* outlines the sequence of skills introduced from Weeks 1 through 11, including all consonants and vowels, words with diéresis, contractions, digraphs, and both open and closed syllables. The Serie verde provides opportunities for students to apply this letter-sound knowledge through focused activities in the *Mi cuaderno de práctica*, which reinforces the previously taught skills.

The materials provide practice opportunities for explicitly taught skills. For example, in "Presentación de fonética," 17.1, Slide 2, the teacher explains that students will practice syllable patterns they have already learned. The teacher models the skill, then gradually releases it for student practice. Lessons also prompt teachers to assign workbook activities that reinforce these skills. *Mi cuaderno de práctica*, "Recomendamos que, una vez que el estudiante haya tenido oportunidades de leer el libro decodificable . . . complete la actividad que corresponde a la destreza que haya practicado en el texto," emphasizing practice of learned syllabic patterns.

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

The Hola Books grade 1 materials include decodable texts that provide cumulative practice of phonics skills explicitly taught in previous lessons and build on skills learned in kindergarten. For example, on Día 2 of the lesson "¿Dónde está Fibi? Palabras con *l, s, m, p, t, d, n, v, b, r* (suave)," the teacher guides a shared reading of the decodable book *¿Dónde está Fibi?*, where students read aloud with teacher support and progressively move toward independent decoding. This text intentionally incorporates target phonics patterns from earlier instruction, including multisyllabic words with various syllable patterns such as CV, VC, CVC, CVCV, and VCCV, as well as foundational skills learned in kindergarten.

Students engage in cumulative phonics practice through decodable texts that reinforce previously taught skills. For example, in the decodable text "Félix y Rodolfo van en tren," from Unit 2, found in the "Libros decodificables" section of the website, students practice *palabras con sílabas trabadas/compuestas con r*. In Unit 5, the decodable text "Una casita para Guille" provides practice with palabras con sufijos.

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

Lessons include structured opportunities for phonics practice in isolation. In *Poquito a Poquito, Guía del docente*, the lesson "Palabras con m y p" on Day 1 begins with a phonemic awareness activity where students orally blend syllables containing /m/ and /p/. Students participate in a "Dictado" activity, writing letters or contractions such as *al* and *del* upon hearing the sounds or words, allowing focused practice of phoneme-grapheme correspondences in isolation. The lessons also include intentional practice opportunities with decodable, connected text. On Día 2 of the lesson, "¿Dónde está Fibi? Palabras con *l, s, m, p, t, d, n, v, b, r* (suave)," the teacher leads a shared reading of the decodable book *¿Dónde está Fibi?* Students take turns reading aloud or read independently when ready. This text is carefully designed to include target phonics patterns taught in previous lessons such as multisyllabic words with various syllable patterns such as CV, VC, CVC, CVCV, and VCCV, as well as foundational skills learned in kindergarten.

The lessons provide opportunities for students to practice skills in isolation. Teachers guide students to use the *Mi cuaderno de práctica*, designed for independent practice after the direct instruction of a

specific skill. Students also use other resources such as the "Práctica adicional" and "Herramientas para la formación de letras" for additional independent practice.

The daily lessons in the *Guía del docente* provide an instructional focus and offer opportunities to practice phonics skills in decodable, connected text. For example, in Week 18, Day 1, the daily "Presentación de fonética" introduces a specific phonics skill in isolation, focusing on diphthongs *ai*, *au*, *ei*, *eu*. On Day 2, teachers use the decodable book *Sami va en autobús* to reinforce that skill in context.

4.4 Assessments

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

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

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

The materials include a variety of developmentally appropriate assessment tools designed specifically for students in grade 1. These include weekly assessments in oral reading fluency, dictation, and periodic assessments in decoding. For example, the "Dictado" assessment is developmentally appropriate, as it reinforces phoneme-grapheme correspondence, high-frequency word spelling, and early sentence construction. For grade 1 students, this type of assessment connects phonics instruction to writing and supports early literacy development in a meaningful context.

The developmentally appropriate assessments in the *Evaluaciones de habilidades fundamentales y fonética* guide follow a skills progression from simple to more complex. This assessment includes the "Evaluación de sílabas" and the "Evaluación de palabras." For example, in the "Evaluación de sílabas," students begin with one-syllable words that follow the CV pattern (e.g., *fi*). If they decode those fluently, they move on to VC words (e.g., *en*), and finally to CVC words (e.g., *sis*) within the same assessment.

The "Dictado" assessments in the *Mi cuaderno de práctica* are also developmentally appropriate and follow a skills progression from simple to more complex. For example, the week 4 assessment includes two-syllable words and one three-syllable word, focusing on syllabic patterns such as CV and CVCC (e.g., *el*, *manta*). By week 29, the assessment includes words ranging from three to five syllables (e.g., *dibujar*, *planificando*), allowing students to demonstrate increased phonics knowledge and writing fluency over time.

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

The materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills. The program follows a consistent structure. The *Guía del docente* provides assessments such as "Identificación de sonidos," "Evaluación de sílabas," and "Evaluación de palabras," which are administered at the end of each instructional series. The scripted assessments follow a predictable format to support consistent administration. The "Evaluaciones de habilidades

fundamentales y fonética" section includes documentation to help teachers accurately record and track student progress.

The progress monitoring assessments also include oral reading fluency, dictation, and decoding measures to provide a comprehensive view of students' literacy development. The oral reading fluency assessments administered after students have completed instruction and practice with decodable texts reflect students' ability to apply phonics skills to connected text, providing another layer of accurate, skill-based progress monitoring.

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

The *Guía del docente* materials provide assessment opportunities throughout the school year, aligned with progress monitoring tools. The instructional sequence embeds three types of assessments: oral reading fluency, dictation, and decoding, which teachers administer at key points in the learning process.

The materials offer assessment opportunities that span the entire school year and align with progress monitoring tools. The *Guía del docente* provides decoding assessments such as "Identificación de sonidos," "Evaluación de sílabas," and "Evaluación de palabras," that teachers administer at the end of each series. Each series builds on previously taught skills, allowing teachers to consistently monitor students' phonics development throughout the year.

4.5 Progress Monitoring and Student Support

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

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

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

The materials include data management tools for tracking student progress and growth in foundational literacy skills. *Instrucción a la medida: Guía para atender las necesidades de todos los estudiantes* provides a "Registro de evaluaciones de habilidades fundamentales y fonética" for each Serie and corresponding cluster weeks. These tracking forms are designed to help teachers record and monitor student performance over time.

The materials in the *Guía del docente* include end-of-series assessments to check for key foundational reading skills. Scoring guides, "Pautas para la calificación," appear at the bottom of each assessment page and include cut scores. For example, "Una puntuación aprobatoria de 80% o 22 de 27," in the "Evaluación de palabras 2 (serie verde 2)" assessment, informs the teacher that the student is ready to move on to the next series. These data-management tools help teachers monitor each student's progress and decide on next steps for instruction.

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

The materials include management tools that help teachers track whole-class progress. The guide *Instrucción a la medida: Guía para atender las necesidades de todos los estudiantes* provides a "Registro de evaluaciones de habilidades fundamentales y fonética" for each series. This chart allows teachers to track assessment results for specific skills such as "sonidos iniciales, sílabas, palabras, and dictados," across the entire class. The guide directs teachers to "Use este registro para anotar la puntuación de los estudiantes y llevar un seguimiento de su progreso." These tools help teachers analyze student needs and identify patterns in whole-class performance.

The tracking forms in the *Instrucción a la medida* guide include a column for student names, columns to enter scores for "Fluidez de lectura oral (FLO), comprensión, y dictado," as well as fields to note the unit number and assessment date. The form collects data for all students in one place, helping teachers

identify whole-class trends such as widespread fluency challenges, and adjust instruction as needed. By recording scores across instructional periods, teachers can track performance patterns such as most students improving in comprehension or consistently struggling with dictation.

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

The materials recommend monitoring progress weekly using data from tools like the *Mi cuaderno de práctica* to ensure students receive timely support and appropriate instruction. Teachers use this data to form flexible groups and adjust both content and instructional time based on students' strengths and needs. This approach helps ensure that every student continues to make progress. The *Guía del docente* provides specific guidance for determining how often to monitor progress based on students' needs. The guide in the section "Decisiones basadas en datos para una enseñanza diferenciada con Hola Books" advises teachers to use progress monitoring data, specifically from the "Dictado" tasks in *Mi cuaderno de práctica*, to identify students who need additional support. The guide recommends conducting weekly follow-up assessments for students who are not meeting expectations in dictation and related foundational skills. This guidance helps ensure timely intervention and targeted support based on each student's ongoing learning needs.

The materials encourage teachers to use students' strengths to guide enrichment opportunities and adjust how often they monitor progress. For example, for students who demonstrate proficiency in foundational reading skills such as letter and sound recognition, vowel and consonant sounds, writing practice, and fluency, the materials recommend focusing on enrichment activities rather than continuing with frequent assessments. Each lesson plan includes additional resources designed to deepen learning for students who have already mastered key skills. For example, for letter and sound recognition, the materials suggest using extra practice pages or letter games to reinforce and extend understanding. For vowel and consonant sound identification, the materials recommend activities like matching images to initial sounds to support continued skill development.

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

The materials include teacher guidance in developing action plans to accelerate learning. At the end of each assessment section in the *Guía del docente*, the materials prompt teachers to use assessment data to group students and choose appropriate enrichment or reteaching strategies. The guide states, "Planifique sus próximos pasos: use los datos para agrupar a los estudiantes según el apoyo o las actividades de enriquecimiento que necesiten." The section includes recommendations for differentiating instruction and adjusting Tier 1 instructional pacing, either slowing down or accelerating, based on progress-monitoring trends. These recommendations help ensure that whole-group lessons remain responsive to overall class performance.

At the beginning of each small group lesson, teachers review assessment results to identify areas for reinforcement. The lesson states, "Repase la guía para planificar las estrategias que utilizará durante la lección," directing teachers to use student data to guide instructional decisions. Each small group lesson includes a table of suggested activities aligned to key foundational reading skills such as uppercase and lowercase letter identification, identifying letter sounds and formations, blending syllables, reading syllables and words, and phonological awareness. Teachers choose targeted activities that address the specific skill gaps students demonstrate, supporting both intervention and acceleration toward mastery.

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	The materials provide opportunities for students to listen, discuss, and share ideas in Spanish, but do not include support for asking questions.	3/4
—	TOTAL	15/16

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 *Poquito a poco*, the *Guía del docente* provides explicit and systematic guidance to develop oral language and oracy. For example, in Semana 4, Día 4, the lesson "Félix va al súper" follows a structured sequence with scripted support. In the "Antes de leer" section, the teacher introduces vocabulary with clear explanations and prompts students to restate meanings such as "¿Puedes voltear y decirle a tu compañero en tus propias palabras qué significa la palabra refinado"? During "Durante la lectura," the teacher models fluent reading with intonation and think-alouds, then guides choral reading with cues like "Recuerda estar atento al ícono que te indicará cuándo es tu turno para ayudarme a leer." In "Después de leer," the teacher models how to share a favorite part of the text, prompting students to respond with a sentence stem, "Mi parte favorita fue ____ porque ____."

The *Instrucción a la medida* resource also provides explicit guidance for oral language and oracy development through modeling and feedback. Teachers read aloud with appropriate expression and pausing, then prompt students to repeat using the same tone. As students read or speak, teachers provide feedback to support fluency such as, "¡Muy bien! Sonaste como un lector profesional."

The materials include systematic instructional guidance on developing oral language and oracy. In Semana 4, Día 3, the "Repaso semanal" lesson provides systematic guided practice that progresses from reading two- and three-syllable words, to four-syllable words, and finally full sentences. In section 5, "Palabras con 2 y 3 sílabas," the script reads, "Comience en la diapositiva número 39. Diga: Ahora vamos a leer palabras juntos. Algunas tienen 2 sílabas y otras tienen 3. Asegúrate de leer cada palabra parte por parte. Luego une cada parte y lee la palabra completa." Materials also support oracy development

through modeled practice. In the daily "Oraciones" section, the teacher models prosody and expression, then guides students to listen, repeat, and practice with attention to fluency and speaking skills.

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

The materials include opportunities for students to engage in social communication for different purposes. After reading the decodable book *El impermeable de Sara*, the materials prompt students to share with a partner something they have been gifted and why it is important to them.

In *Poquito a poco, Guía del docente*, Semana 7, Día 2, lesson "Valentina y Guile," students engage in social communication with their peers. In section 1, "Antes de leer," after the teacher introduces the vocabulary word *felino*, students share the meaning with a partner using their own words. In Section 2, "Durante la lectura," an activity directs the students to share their favorite part of the story with a partner and explain why they chose it, using a sentence frame, "Mi parte favorita fue ____ porque ____."

Students engage in academic communication for various purposes through structured opportunities in the materials. During "Lectura Compartida," the "Reflexiona sobre la lectura" section prompts teachers to ask questions about the decodable text and guide students to share responses with a partner or in small groups. The materials provide discussion prompts and sample responses. For example, after reading *Rodolfo come fruta*, students retell the story by identifying key events and naming the characters. Additionally, the "Ampliación del conocimiento: ¿Sabías qué . . ." section introduces new vocabulary. The *Guía del docente* directs teachers to guide students in using a word map and engaging in group debates to explore the words' meaning, examples, and context.

The materials provide opportunities for students to engage in academic communication with different audiences, including partners, small groups, and the whole class. For example, in Semana 28, Día 4, during the "Dictado" section, the teacher prompts students to divide words into syllables and count them. Students share their answers aloud with the teacher and with the whole class.

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)

The materials do not provide authentic opportunities in Spanish for students to ask questions in any lesson throughout the curriculum. For example, in *Guía del docente*, Semana 5, Día 4, the lesson "La lámpara fina" engages students in structured oral language activities such as vocabulary preview, teacher read-alouds, choral reading, and partner discussions. However, the lesson sequence does not prompt students to ask their own questions to clarify understanding, gain information, or deepen comprehension of the text. The materials do include opportunities for students to answer questions related to the book.

The materials include authentic opportunities in Spanish for students to listen actively, engage in discussion to understand information, and share information and ideas. For example, in *Poquito a poco, Guía del docente*, Semana 6, Día 2, in the lesson titled "Félix está enfermo," in the section "Durante la lectura," the teacher reads part of the story aloud, and students are prompted to join in reading chorally when they see a visual cue. The prompts guide the teacher to say, "Recuerda estar atento al ícono que te indicará cuándo es tu turno para ayudarme a leer. Lee conmigo si puedes." However, opportunities for students to ask questions are not included.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

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

The materials explicitly and systematically introduce letter-sound relationships in an order that supports decoding and encoding in Spanish. The *¡Estoy listo! English Guide for School Leaders* states that Hola Books "explicitly focus on direct instruction and application of skills to decode and encode." The sequence builds on Hola Books' *Level K*, beginning with words with three or more syllables containing all sounds and ending with prefixes and suffixes. For example, in Semana 2, Día 1, students practice separating words into syllables and phonemes (e.g., *levanta*, *le-van-ta*, /l/ /e/ /n/ /a/ /n/ /t/ /a/).

The "Secuencia de enseñanza" outlines the letter-sound sequence and aligns with most foundational Spanish phonics programs. Instruction begins with high-frequency, consistent sounds such as *l*, *s*, *m*, *p*, and *t*, then progresses to less frequent consonants such as *n*, *f*, *v*, *b*, and *r*, followed by more complex and phonetically confusing letters including *c*, *z*, *h*, *y*, *g*, *j*, and *w*. The program begins this instruction in Serie verde, where all letter-sound correspondences are reviewed.

The materials include encoding practice throughout. In *¡Estoy listo! Mi cuaderno de práctica*, students identify the initial sound of a word by looking at a picture, saying its name, and writing the first letter. In *Guía del docente*, Volumen 1, Semana 2, Día 1, Step 10, students listen to a sentence read aloud by the teacher and write the words and sounds they hear. In Week 8.1, students work with *c* /k/, *y* /y/, *h* /h/, and *z* /s/, and in Section 3, "Dictado," they use whiteboards to encode a range of sounds, including /k/, /y/, /h/, /s/, /g/, and /rr/.

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)

To address common decoding errors, the materials provide teachers with explicit instructional guidance and targeted feedback in Spanish. The *Instrucción a la medida* resource helps teachers support students struggling with phoneme-letter connections. For example, when a student confuses letter sounds, the teacher follows a scripted prompt, "Esa es la letra b. Hace el sonido /b/. ¿Puedes decirlo conmigo"? The teacher continues the practice with feedback such as, "¡Casi lo tienes! La letra m al principio tiene el sonido /m/. Vamos a . . ."

In addition, the *Guía del docente* Volumes 1 and 2 offer lesson-based guidance for addressing specific errors. For example, if a student struggles with *sílabas trabadas con r*, the materials direct the teacher to use strategies from the guide to provide corrective instruction.

The "Guía para atender las necesidades de todos los estudiantes," included in the teacher resource *Instrucción a la medida* provides an observation guide titled "Si usted nota que . . ." paired with a feedback guide "Entonces puede decir . . ." This guide also identifies common misconceptions and offers strategies to address them. For example, when a student struggles to combine phonemes within words, a common misconception is to omit or add a sound. The guide suggests specific feedback for this misconception: "No necesitamos añadir más sonidos. Escucha: /ma/ /a/ /r/. Los unimos y formamos 'mar'."

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)

Students develop their understanding of letter-sound correspondence through various activities and resources in Spanish that support decoding one- and multisyllable words in isolation and authentic decodable texts. In *¡Estoy listo! Mi cuaderno de práctica*, students practice skills with one- and multisyllable words such as decoding "sílabas con la Hh muda" (e.g., *humo*, *helado*), and forming multisyllabic digraph words using syllable tiles. The "Práctica adicional" resource reinforces decoding of one-syllable words like those on line 8 "Repaso" (*me*, *es*, *mi*, *por*, *se*, *sus*). Through authentic, original Spanish decodable texts, students apply letter-sound correspondence to read digraph words such as *quedan*, *llegar*, *muchas*, and *noche*, and one-syllable words like *se*, *van* in *La noche en el hotel*.

Students practice applying letter-sound correspondence to decode one-syllable and multisyllabic words within authentic Spanish decodable connected text through a variety of activities and resources in

Spanish. *Mi cuaderno de práctica* features activities such as "La familia conoce Europa: Leer y subrayar," where students decode a list of decodable sentences and underline the words that contain a diptongo.

To support cumulative review, the materials offer a variety of Spanish-language activities and resources that reinforce students' ability to apply letter-sound correspondence when decoding one-syllable and multisyllabic words in authentic connected text. The "Práctica adicional" workbook includes a section titled "Lee y comprende," where students read a paragraph of decodable text and then illustrate a sentence to demonstrate comprehension. With each new series, the text increases in complexity by combining previously taught phonemes with those introduced in the current series.

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)

The Hola Books, grade 1 materials provide a clear sequence for introducing phonological awareness activities aligned with grade-level TEKS. Each color series (verde, amarilla, morada, azul, and roja) includes a *Guía curricular* that outlines the phonological awareness TEKS addressed each week. Lesson plans for Day 5 of instruction explicitly incorporate the use of the Tarjetas para la conciencia fonológica to ensure teachers provide intentional, developmentally appropriate instruction that is authentic and follows a systematic sequence. The Tarjetas para conciencia fonológica include activities that address the TEKS such as "Identificar rimas and Producir rimas" (1.2.A.i), "Aliteración" (1.2.A.ii), "Reconocer el cambio de palabras when adding, changing, or removing syllables" (1.2.A.iii), and "Manipular sílabas en palabras multisilábicas (1.2.A.vii)."

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)

The materials include explicit and direct instruction authentic to Spanish for teaching phonological awareness skills, with recommended explanatory feedback for students based on common errors. For example, in Hola Books, *Guía del docente*, grade 1, Semana 19, Día 5, the materials guide the teacher to use the Tarjetas para conciencia fonológica to differentiate instruction during small groups. At the bottom of the lesson page, a box prompts the teacher to consult the *Guía con indicaciones para retroalimentación correctiva* to support the provision of targeted feedback according to students' needs. The resource includes a table with specific feedback for common errors related to syllable awareness to guide teachers when implementing feedback. For example, if students incorrectly segment a multisyllabic word into syllables, the guide offers this specific feedback based on that common error, "Las vocales nos ayudan a separar las sílabas. ¿Cuántas vocales ves en casa? Dos. Entonces tiene dos sílabas: ca – sa."

Instruction is explicit, direct, and aligned with Spanish phonology, supporting the development of phonological awareness skills and offering explanatory feedback to address common student misconceptions. The *Instrucción a la medida: Guía para atender las necesidades de todos los estudiantes* provides an observation guide titled "Si usted nota que . . ." paired with a feedback guide "Entonces puede decir . . ." This guide also identifies common misconceptions and offers strategies to address them—for example, when a student confuses individual phonemes with syllables. The guide suggests specific feedback for this misconception, "Recuerda que estamos escuchando sonidos individuales, no sílabas."

5.D.1d – Materials include a variety of activities and/or resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to grade-level Spanish TEKS (through cumulative review). (PR 2.A & 2.A.3) (S)

Materials provide a variety of activities and resources, including memory-building strategies, in Spanish. For example, in Hola Books grade 1, the resources include "Tarjetas para conciencia fonológica," which offer a variety of activities to develop and practice grade-level phonological awareness skills. These skills include identifying and producing rhymes, recognizing alliteration, recognizing changes in words when adding, removing, or changing syllables, and manipulating syllables in multisyllabic words.

Each phonological awareness skill has a dedicated lesson with explicit modeling and student practice through a variety of activities. For example, in "Manipular sílabas en palabras multisilábicas," students practice with words like *camarón* and *inténtalo*. *Mi cuaderno de práctica* includes picture-based syllable counting activities, and "Práctica adicional" offers games to reinforce initial sound recognition.

The materials offer varied hands-on activities to reinforce phonological awareness skills. For example, students use Bingo cards with images of different objects (e.g., nube, tomate, dado, foca) to identify words by their initial phoneme (e.g., /m/ for mano), providing repeated practice in sound discrimination. In Semana 28, Día 3, "Instrucción del día" in the *Guía del docente* Volumen 2, the lesson objectives focus on combining and segmenting syllables, decoding multisyllabic words with common prefixes (im-, des-, in-, bi-), and writing words with three or more syllables.

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)

The materials include a systematic and authentic Spanish progression for phonological awareness instruction, beginning with simpler skills and larger sound units (e.g., identifying and producing rhyming words, recognizing spoken alliteration, identifying individual words in a spoken sentence), and gradually moving toward more complex skills involving smaller units of sound (e.g., adding, deleting, and substituting syllables). Lesson plans for Day 5 of instruction explicitly incorporate the use of the Tarjetas para la conciencia fonológica to ensure teachers provide intentional, developmentally appropriate practice and transfer, and reflect how phonological awareness develops in Spanish.

The materials present a systematic and authentic Spanish sequence for phonemic awareness. Daily lessons combine both syllable and phoneme blending within the same session, typically starting with blending syllables and then moving to segmenting syllables into phonemes. For example, in Semana 4, Día 1, the teacher models blending the syllables *a-bu-rrí-dos*. Then, they segment *aburridos* into syllables next to their phonemes: a, /a/ - bu, /b/, /u/ - rri, /rr/, /i/ - dos, /d/, /o/, /s/.

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)

The Hola Books' *Guía del docente*, grade 1 provides explicit instruction for teaching phonemic awareness, along with recommended explanatory feedback based on common student errors. For example, in the *Instrucción a la medida: Guía para atender las necesidades de todos los estudiantes*, the materials offer targeted instructional support for students struggling with specific phonemic awareness skills, as well as specific feedback for common mistakes. One example addresses a frequent error—skipping or adding a sound while blending phonemes to form words. The guide recommends the following corrective

feedback for teachers to use: "No necesitamos añadir otros sonidos. Escucha: /m/ /a/ /r/. Los unimos y formamos 'mar'. Vamos a practicar otra palabra: /s/ /o/ /l/."

The *Instrucción a la medida* resource includes guidance such as, "Concepto error común: sustituir el sonido incorrecto. Recuerda: estamos cambiando solo el primer sonido. Practiquemos otra: 'papa' con /m/ en lugar de /p/." Similarly, in the *Guía del docente* Volumen 1, Semana 14, Día 1, after the teacher completes the phonemic awareness warm-up, a sidebar note provides recommended feedback and next steps if students showed errors during the activity—for example, "Si los estudiantes necesitan más práctica para unir y separar sonidos, utilice un apoyo visual . . ." The materials provide explicit, authentic Spanish-language instruction in phonological awareness and include recommended explanatory feedback to address common student misconceptions. The "Guía para atender las necesidades de todos los estudiantes" offers an observation tool titled "Si usted nota que . . ." paired with a feedback guide, "Entonces puede decir . . ." This guide identifies common misconceptions and suggests targeted strategies to address them. For example, when a student struggles to segment words into phonemes by adding syllables instead of isolating sounds, the guide recommends this feedback: "Recuerda que estamos escuchando sonidos individuales, no sílabas. En 'luna', los sonidos son /l/, /u/, /n/, /a/."

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)

The Hola Books program provides explicit and direct guidance in Spanish to support students as they transition from oral language activities to basic decoding by systematically connecting phonemic awareness to the alphabetic principle. For example, in *Guía del docente*, Week 2, Day 1, the lesson "¿Dónde está Fibi?" demonstrates a clear instructional progression. In Section 1: "Conciencia fonológica," students engage in oral language tasks such as blending and segmenting syllables in multisyllabic words (e.g., /le/ + /van/ + /ta/ = *levanta*, /la/ + /va/ + /de/ + /ro/ = *lavadero*). In the "Presentación de fonética," Semana 9.2, Slide 4, the materials prompt the teacher to use the word *chocolates* to say, "Ahora vamos a separar palabras en sílabas y después cada sílaba en fonemas. Docente: 1. Chocolates 2. Cho 3. co 4. la 5. tes Estudiantes: chocolates, cho - co - la - tes cho, /ch/ /o/, co /k/ /o/." The teacher can reference Semana 9, Día 3 lesson to lead the discussion.

Materials include explicit and 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 encoding. For example, in "Presentación de fonética" 1.5, after blending and segmenting phonemes to form words such as, *ve - ra - no*, *verano* in a prior phonemic awareness activity, the section "Dictado" has students use white boards to write the word *verano* among others. The speaker notes provide direct instructional support such as "Escucha la palabra. Identifica los sonidos y sus letras. Primero la sílaba, luego cada sonido y, al final, la palabra completa. Verano, *ve - ra - no*, *verano*. ¿Cuántas sílabas tiene la palabra? (3) *ve - ra - no*. La primera sílaba, *ve*, ¿cuántos sonidos tiene? (2) /b/, /e/. La segunda sílaba, *ra*, ¿cuántos sonidos

tiene? (2) /r/, /a/. La tercera sílaba, no, ¿cuántos sonidos tiene? (2) /n/, /o/. Verano, /b/, /e/, /r/, /a/, /n/, /o/."

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)

The Hola Books, grade 1 include a variety of activities and resources in Spanish for students to develop and reinforce phonemic awareness skills. The *¡Poquito más!* "Práctica adicional" resource offers activities such as decoding manipulated letter sounds in "Líneas de combinación" (e.g., *mira, miras, mirar*). *Mi cuaderno de práctica* also supports phonemic awareness through activities focused on decoding and manipulating sílabas trabadas (e.g., *bl, pl, cl, fl, gl: blusa, playa, clima, flor, globo*).

The "Práctica adicional" includes activities such as initial sounds and initial syllables bingo, where students practice recognizing the sounds at the beginning of spoken words. The Tarjetas para conciencia fonológica include an alliteration lesson with practice for students to identify the initial sound in words (e.g., *Mi mamá me mima*). In the *Guía para atender las necesidades de todos los estudiantes*, the section "Cajas de sonidos" provides sound boxes and tokens that teachers use with students to practice phonemic awareness through kinesthetic activities.

The *¡Estamos listos!* "Práctica adicional" resource includes cumulative review activities that reinforce skills like letter sounds and words with various syllable patterns (e.g., *tú, olas, listo*). The *Guía del docente* provides weekly review opportunities, along with a menu of instructional options that allow teachers to tailor activities to students' needs. One of the options, "Conciencia fonológica," allows teachers to select any sound, blend, or phonemic awareness activity from the program.

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)

The Hola Books' *Poquito a poco* program introduces grade-level sound-spelling patterns and syllable combinations to decode single- and multisyllabic words, as outlined in the Spanish TEKS in a systematic sequence. The sequence introduces multisyllabic words first, followed by words with digraphs and multiple spelling patterns such as *que*, *qui*, *gue*, and *gui*. It then progresses to words with sílabas trabadas and more complex forms, including diphthongs, hiatus, and suffixes.

The table titled "Recomendación semanal de instrucción de las lecciones de Hola Books" from *Poquito a Poco: Guía del docente*, Volumen 1 for Primer grado outlines a clearly defined and systematic weekly instructional sequence aligned with the Spanish TEKS. The sequence begins on Día 1 with "Conciencia fonológica e introducción de conceptos de fonética nuevos" and "Desarrollar el conocimiento y presentar el texto," setting the foundation for the week's learning. On Día 2, students engage in "Conciencia fonológica, lectura compartida (libros decodificables), grupos pequeños/práctica independiente" and "Primera lectura centrada en la comprensión literal," reinforcing decoding and literal understanding.

The materials include different series—Serie verde, amarilla, morada, azul, and roja—which introduce, teach, and review sound spelling patterns and syllable combinations to decode single and/or multiple syllable words as outlined in the Spanish TEKS. For example, in the Serie verde, students see CV words such as *mapa*, and progress to more patterns as they progress through the series.

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

The Hola Books program includes teacher guidance that supports explicit, direct instruction of grade-level sound-spelling patterns. For example, in Week 8, Day 1, during the lesson "Pepe y la masa," the

materials provide scripted support for modeling and guiding students in encoding syllables using grade-level sound-spelling patterns. In Section 6, "Dictado," the *Guía del docente* prompts the teachers to model the spelling of CV and VC syllables, reinforcing foundational syllabic structures. In Week 8, Day 2, Section 9, "Dictado," provides explicit guidance for modeling more complex VC, CV, and CVCV syllable patterns in multisyllabic words, including examples such as *mamá* and *sale*.

The materials provide teacher guidance to provide direct instruction for grade-level sound-spelling patterns. In the "Instrucción del día" for Semana 1.3, the lesson script prompts the teacher to say, "Esta es la letra i. Escucha el sonido que hace: /i/. Mírame decirlo: /iiii/. Ahora, ¡es tu turno! Di el sonido /i/ conmigo: /i/. /i/ como en isla."

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)

The materials include activities and resources authentic to Spanish for students to develop grade-level sound spelling patterns. For example, in the *Guía del docente*, Volumen 1, Semana 1, Día 3 lesson, the teacher introduces the /e/ sound and models how it is spelled. Also, in the *¡Estoy listo! Mi cuaderno de práctica*, students read two possible words that can match the picture and then use Elkonin boxes to spell the word, e.g., *ra-ta*, and *re-ta*.

To build grade-level sound-spelling patterns, the materials offer authentic Spanish-language activities across various tasks. In Hola Books' grade 1, the *Cuaderno de práctica* includes decoding and encoding exercises aligned to Spanish orthographic rules. In "La letra Xx," students identify syllables and spell words such as *mapa*, *boxeo*, *taxi*, *xilófono*, and *saxofón* (CVCV, CVCVV, CVCVCVC). In "Más práctica," they collaborate to spell words like *bota*, *vela*, *silla*, and *corbata*. In "Palabras con letras," students cut and arrange letters to form words like *tacos*, *Alix*, *Calisto*, and *ensalada*, engaging with patterns such as VCVCV, CVCVCCV, and VCCVCCV.

Materials integrate a variety of activities and resources authentic to Spanish for students to practice and reinforce grade-level sound-spelling patterns. Students engage in hands-on activities such as picture-card sorting and bingo letter-matching games, where they identify and match initial sounds to the correct letters. The materials also include cumulative review routines such as syllable segmentation with previously taught sounds, decodable texts in Spanish that combine new and familiar syllables (e.g., *ma*, *me*, *mi*), and review days that revisit earlier-taught letters and sounds.

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)

The materials provide a variety of activities and resources in Spanish that support students in decoding words with taught syllable patterns, both in isolation and in connected decodable texts. For example, the "Práctica adicional" resource includes practice with decoding multisyllabic words in isolation (e.g., *e-qui-po*, *a-bu-rrí-dos*), and provides students with sentences to read (e.g., "Mamá, Félix y Rodolfo van . . ."). The materials feature authentic decodable texts that reinforce previously taught syllable patterns. In *Guía del docente*, Semana 29, Días 1 y 2, the teacher reviews and introduces new suffixes (e.g., *-ísimo/-ísima*, *-ero/-era*), and through the decodable text *Carlos el panadero*, students apply decoding skills to words such as *riquísimo* and *amablemente*.

In Hola Books' *Poquito a poco*, a variety of activities and resources in Spanish support students in encoding words that include taught syllable patterns in isolation in authentic decodable connected text that builds on prior instruction. For example, following the lesson on "palabras con hiatos," students apply their learning by encoding words such as *río*, *paseo*, and *había*. In the Serie morada, students learn about words with dieresis, and in *Mi cuaderno de práctica*, students practice the skill by looking at pictures, naming them, and writing the corresponding word next to each image.

The resource *Poquita a Poco*, *Guía del docente* supports students in encoding words with taught syllable correlations through authentic Spanish connected text. In Semana 17, Día 3, the activity "Palabras con 3 sílabas" guides students to decode and blend syllables in words like *exhaustos*, *tratarlos*, and *audaces*, with the instruction, "Ahora vamos a leer palabras de 3 sílabas. Asegúrate de leer cada palabra parte por parte. Luego une cada parte y lee la palabra completa." Students read longer words such as *Euridice*, *solidaridad*, and *amabilidad* in the activity that follows, "Palabras con 4 o más sílabas." In "Dictado," students hear and write words like *Etuí*, *reunión*, and *audaces*, reinforcing encoding through connected text that builds on prior instruction.

5.E.3 Morphological Awareness (1–3)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.3a	Materials do not include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS.	0/1
5.E.3b	All criteria for guidance met.	4/4
5.E.3c	All criteria for guidance met.	3/3
5.E.3d	All criteria for guidance met.	4/4
—	TOTAL	11/12

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

The materials follow a progression from isolated prefixes to connected sentences that reflects a structured and authentic approach to morphological instruction aligned with grade-level expectations. However, the instruction does not align with the grade-level standards since it does not include affixes *-s*, *-es*, and *-or* as outlined in the Spanish language arts TEKS (1.3C). For example, while the *Guía curricular* includes a scope and sequence addressing suffixes such as *-mente*, *-ito/ita*, *-oso/osa*, *-ísimo/ísima*, *-ero/era*, and *-azo/aza*, the materials do not address grade-level affixes such as *-s* and *-es*, which are foundational plural markers in Spanish and required by the TEKS. The materials do not follow a systematic and authentic sequence as outlined in the Spanish language arts TEKS.

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

The materials guide teachers to provide explicit instruction in using common morphemes to support spelling (encoding). In *Guía del docente*, Vol. 2, Semana 28, Día 1, Section 7, "Dictado," teachers prompt students to write words with prefixes such as *imposible* and *desacuerdo*, and check spelling by showing their boards. In the *Mi cuaderno de práctica*, students underline words with prefixes in a passage (e.g., *imposible*, *inseguro*), then write and illustrate one to show its meaning. Another activity asks students to add prefixes like *im*, *des*, *in*, or *bi** to base words (e.g., __posible, __acuerdo) and define the new word to support both encoding and comprehension.

The materials guide teachers to explicitly teach common Spanish morphemes to support decoding. For example, in Week 30, Day 3, the lesson "La abuelita: Palabras con sufijos *-mente*, *-ito/ita*, *-oso/osa*"

includes scripted prompts to introduce and model suffix meanings (e.g., "-mente significa 'de manera']"). Teachers model decoding and how suffixes change the meaning of base words using clear, direct language. In Section 6, a graphic organizer prompts teachers to observe student reading and use targeted questions to support identifying and analyzing suffixes in multisyllabic words.

The teacher uses the decodable text *El impermeable de Sara* to highlight the words with prefixes that the students will encounter in the text and explains their meaning. For example, "La palabra de vocabulario es impermeable y se refiere a que el agua no penetra o no puede entrar. ¿Puedes voltear y decirle a tu compañero en tus propias palabras qué significa la palabra impermeable"? The students use the morpheme prefix *-im* in context to support decoding (e.g., "Sara quiere salir a a jugar en la lluvia, pero no encuentra su impermeable"). Also, in *Mi cuaderno de práctica*, students use common morphemes' meaning to support reading comprehension when students read a passage and identify prefixes or suffixes such as *imposible* and *desacuerdo*.

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

The materials include a variety of Spanish-language activities and resources that help students develop and practice grade-level morphological skills. In *Guía del docente*, Vol. 2, Semana 32, Día 1, Sección 2: Sufijos, the teacher introduces suffixes such as *-ísimo*, *-ísima*, *-ero*, *-era*, *-azo*, and *-aza* (e.g., "Malísimo significa muy malo"), and guides students to write suffixes on whiteboards. Students then apply this knowledge while reading the decodable text *Carlos es panadero* to identify and use suffixes in context. In *Mi cuaderno de práctica*, students reference a "Palabras con sufijos" chart, locate suffixes in a passage, and explain their meanings (e.g., "Escribe algo para mostrar el significado de la palabra").

The Hola Books, grade 1 program provides a variety of cumulative review opportunities to reinforce morphological skills throughout the year. For example, in the *Mi cuaderno de práctica* and "Cuaderno de práctica adicional," students complete activities such as "Líneas de combinación," "Sufijos," "Palabras con 4 sílabas," "Palabras con sufijos," and "Prefijos y sufijos," which allow them to revisit previously taught morphemes in varied formats.

The program includes decodable texts that integrate morphemes taught in prior instruction. For example, in the decodable reader *La abuelita* (Week 30), students encounter words with suffixes previously introduced, including *-oso/osa*, *-ito/ita*, and *-mente* (e.g., *abuelita*, *amorosa*, *rápidamente*). Some activities connect directly to the decodable texts, asking students to read a paragraph and identify prefixes and suffixes. Other tasks include fill-in-the-blank exercises, adding prefixes or suffixes to base words, fluency practice, and picture-word matching.

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

The materials include a variety of activities and resources authentic to Spanish for students to encode words with morphemes in isolation and in decodable connected text. For example, in the "Leer y escribir" activity in *Mi cuaderno de práctica*, students read a paragraph and then identify and list all the words that contain a prefix or a suffix. Another activity prompts the students to read, complete a paragraph with corresponding morpheme words, and write a paragraph using as many of the affix words as possible (e.g., "Escribe tu propio párrafo utilizando tantas palabras como puedas de la lista anterior").

Hola Books, grade 1 provides multiple opportunities for students to decode words with morphemes through explicit and authentic Spanish instruction, both in isolation and in connected text. For example, in Week 33, Day 1, the lesson "Palabras con sufijos -ísimo, -ísima, -ero/era, -azo/aza" guides teachers to model and practice decoding words with these suffixes in isolation. In Sections 5 and 6, students continue this work by decoding words such as *manazo*, *zapatero*, and *buenísimo*, which all align with the suffixes introduced in the lesson. *Mi cuaderno de práctica* and "Práctica adicional" build on this instruction with scaffolded word-level activities like "Líneas de combinación," "Palabras con sufijos," and "Prefijos y sufijos." Students also apply their understanding of suffixes in connected decodable texts. In Week 30, the lesson "Palabras con sufijos -mente, -oso/osa, -ito/ita" introduces suffix meanings and decoding strategies through teacher modeling and guided practice. Students then read the decodable book *Papá el zapatero*, which includes words with the target suffixes such as *zapatero* and *preocupadísimos*, reinforcing their learning in context.