

I Love to Read in Spanish, LLC

Spanish Phonics, K

¡Estoy Listo!-Desarrollo de Habilidades Fundamentales de Lectoescritura, Kinder

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9781966061496	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	72 out of 73	99%

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	4
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

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

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

The materials include a *Guía curricular* that provides a weekly pacing guide aligned to the Texas English 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 kínder," which outlines each volume series and its instructional focus. At the beginning of the *Guía del docente*, the section, "Guía de enseñanza para kínder" 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 introduces vowels and high-frequency consonants to support the decoding of open syllables. Serie amarilla introduces additional consonants that allow students to decode open, inverse, and closed syllables.

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 "Implementación adaptable y flexible al calendario escolar" section 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 materials include a table in the *Guía Curricular*, which presents 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 kínder" 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.

The materials include the "Guía de implementación para kínder," which 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 effectively plan. 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, vocabulary, etc. 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 the video, 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. The "Objetivo de la unidad" provides a summary of the skills taught in the series, including references to previous knowledge. For example, "En la Serie amarilla continuarán fortaleciendo la conexión de sonidos y la mezcla de sílabas," and a rationale for unit order, such as "la Serie morada introduce patrones fonéticos más complejos como dígrafos (gue, gui), homofonías /b/, /v/, /y/ ortografías polifónicas /r/, /rr/, /g/ (suave)."

The materials provide a weekly description that outlines the phonics focus, the decodable text for reading, and the details of the "Ampliación de conocimiento" extension. This extension includes key academic vocabulary necessary to effectively teach the concepts in the unit. For example, in Serie amarilla, Week 12, the vocabulary words *crujientes* and *ingredientes* appear. These words align with the small group extension lesson described in the "Plan de acción para grupos pequeños," located at the end of the daily lesson.

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 *Guía del docente* provides one letter to be sent home per series. Each letter provides a summary of the key concepts that will be taught in class, including specific phonics skills, syllable patterns, and new vocabulary. For example, the Serie roja letter explains that the student will learn the /ll/ sound, blending /bl/, /cl/, /fl/, and /pl/. The letters also provide strategies that the parents can use to reinforce the concepts taught at school under the subtitle, "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 include examples of activities that parents or caregivers are encouraged to implement, such as writing letters on the student's back, engaging in robot reading, and identifying punctuation marks in the books they read. Some activities appear in multiple letters; for example, the activity "Write on the Back" appears in both the Serie morada and the Serie azul letters.

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, "¿Cuántas palabras escucharon?" or "Voy a decir otras dos palabras. Si riman, pongan su pulgar hacia arriba y, si no riman, pongan su pulgar hacia abajo."

The lessons include tasks to promote mastery of the learning objectives and the use of language; for example, "Pida a los estudiantes que muestren su pizarra despues de escribir cada palabra para verificar su respuesta," and "Pida a los estudiantes que compartan sus ideas con un companero." The lessons include sentence frames for linguistic support, "Comparte con un compañero una palabra que tiene el sonido ///. Usa el marco de oración: // como en ____." The lessons prompt the teacher to assign practice notebook activities that deepen and extend student learning, and a bulleted list of the materials needed. It lists things such as the slide deck number and a QR code to locate it, whiteboards, the *Cuaderno de práctica*, anchor charts, etc.

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. They provide multiple opportunities for teacher observation and student response through developmentally appropriate strategies such as thumbs-up/thumbs-down, choral responses, and individual demonstrations. The materials embed guiding questions, such as "¿Qué sonido escuchan al inicio de esta palabra?," within the instructional sequence to support real-time checks for comprehension. They also present student tasks designed to

promote mastery of the lesson objectives, using explicit instructional steps that gradually release responsibility from teacher modeling to student application.

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* includes a daily lesson overview. Each lesson begins with a lesson overview that includes a labeled list of required teacher and student materials. It lists things necessary for the teacher and the student, such as the slide deck number and a QR code to locate it, whiteboards, the activity book for the student, anchor charts, etc. For example, Week 14 lists materials such as a phonetic presentation, a whiteboard or paper, and a pencil for each student.

The instructional materials provide designated time frames for each component within the daily lessons. The lesson overview includes the time allocations consistently 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. Located next to the title of each lesson component, these time frames support efficient planning and pacing.

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

The 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."

Lessons include integrated supports designed to meet the diverse 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 *Guía del docente* includes a daily lesson overview. At the end of each week, on Day 5, it provides a "Plan de acción para grupos pequeños." This plan features the heading, "Ampliación de conocimiento," which begins with Book 14, and references the decodable book used in small group instruction. It

includes a brief set of instructions for teaching the additional text found in the final pages of the reader, titled "¿Sabías que . . .?"

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. For example, formative assessments at the lesson level include a variety of activities such as 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 *precisión*. The materials do not include summative assessments at the lesson level.

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; however, the assessments do not provide a variety of question types, only prompting students to read from top to bottom and left to right. 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.

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 *English Guide for School Leaders* defines the instructional assessments included in the program and explains their intended purpose. For example, the dictation and oral reading fluency assessments, integrated into *Mi cuaderno de práctica*, help assess both

encoding and comprehension, in addition to measuring how fluently and accurately students can read connected text.

The materials use decoding assessments to provide an additional opportunity to assess and monitor student progress by identifying what students know about phonics skills without relying on contextual support.

The materials use spelling assessments aligned to each concept in the program, "as encoding (spelling) is a good predictor of decoding (reading)." These assessments measure and support progress monitoring of students' development in decoding and encoding skills.

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 section "Algunas consideraciones al administrar la evaluación de decodificación de palabras" of the *¡Estoy Listo! Guía del docente*, outlines standardized procedures for when and how to administer decoding assessments.

The materials guide teachers through each step of administering assessments, including preparing materials, presenting the assessment to students, timing the activity, and recording responses. For example, they instruct teachers to administer syllable and word decoding assessments only after students identify more than 10 letters and sounds, ensuring a consistent entry point for all learners. The materials also recommend assessing five to seven students weekly to ensure each student is assessed at least once per month.

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, in Week 10, students complete oral reading and dictation tasks that directly align with the decoding and phonics objectives taught in previous lessons.

The activities and evaluations within the materials are aligned to the TEKS and objectives of the units and lessons. 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 instructional assessments with TEKS-aligned items at varying levels of complexity. In *¡Estoy Listo! Mi cuaderno de práctica*, each letter-sound activity lesson provides a progression of tasks from basic to more advanced. For example, in the Lesson, "Las letras Nn, Ff," students begin with lower-complexity activities such as tracing syllables that begin with the target letters. As the lesson progresses, students complete higher-complexity tasks, including decoding syllables, reading words, rearranging letters to form words, and completing words with initial syllables.

The materials in the "Evaluación de habilidades fundamentales" at the end of the Serie verde include assessment tasks that go beyond two levels of complexity. For example, in the "Dictado" section, students begin by labeling pictures with individual words, a task that requires basic decoding and word recognition. The next task increases in complexity by asking students to write complete sentences, which requires them to integrate phonics knowledge, vocabulary, grammar, and handwriting skills.

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. For example, the *Guia del docente* states that when administering the "Identificación de sonidos" assessment: "Una puntuación aprobatoria de 10 letras permite empezar la Serie verde 1. Continúe enseñando y evaluando hasta que el estudiante domine todos los sonidos." The scoring guide, *Pautas para la calificación*, helps teachers interpret performance at defined cut scores; "una puntuación aprobatoria es del 80 percent o 9 de 12." The guidance also includes placing a student in a different series if they score below 80 percent.

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.

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: 3 - Adquirido, 2 - En proceso, and 1 - 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 kindergarten, the *English Guide for School Leaders* 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 *Práctica adicional* workbook 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 Syllables Assessment, "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 Word Assessment 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 "Guía para atender las necesidades de todos los estudiantes" section in *Instrucción a la medida*, 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 provide tools that help students track their own progress and growth. In *Mi cuaderno de práctica*, students color each letter they have mastered and mark the decodables they have read.

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.

The daily phonics lesson presentations provide teacher-facing guidance to support instruction. For example, in Week 31 during the "Dictado" section, the script provides specific guidance for students who have not yet mastered the skill: "Encourage students to refer to the Letter Formation Posters to support correct letter writing if needed." The "Guía para atender las necesidades de los estudiantes" section of *Instrucción a la medida* includes quick intervention tips embedded within the Tier 1 lesson, enabling teachers to immediately address skill gaps in real time during instruction. For example, Lesson 7.2 instructs the teacher to practice initial sounds first if the students are not ready to combine and segment syllables or phonemes.

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 31, Day 5, the *Instrucción a la medida* resource includes a chart matching specific student needs with suggested activities and implementation tips, such as, "Use a multisensory approach, such as tracing letters in the sand or with finger paint." Semana 3, Día 1, prompts the teacher to use "Identificación de letras," which is letter recognition games for students needing support with letter identification, and "Identificación de sonidos iniciales," an image-based practice for students developing initial sound awareness. "Práctica de escritura" uses *pizarras* or *cuadernos de práctica* for those needing additional handwriting practice.

In *¡Estoy Listo! Guía del docente*, Week 3, Day 3, "Lesson Palabras con s," the materials provide instructional support through scaffolded, paired instruction for students not yet proficient in grade-level phonics. The lesson follows a sequenced progression from oral blending to letter-based syllable construction, with repeated teacher modeling, guided practice, and opportunities for repetition that support scaffolded instruction. For example, in Section 4: "Conciencia fonémica," the teacher models phoneme blending and guides oral practice. Section 5: "Sílabas (CV)" shifts to combining letters to form syllables, reinforcing sound-letter connections. In Section 6: "Construir Sílabas," the teacher models syllable building using letter cards: "Si quiero construir la sílaba si, necesito 2 letras . . . s, i, si." Students then participate in a hands-on guided activity to build syllables using the letter s and vowels.

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 preteaching and embedded support for vocabulary development within decodable texts. The *¡Estoy listo! 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, when teaching the word *refunfuñar*, the guide recommends showing an illustration of a grumpy child and explaining, "Refunfuñar significa hablar o hacer ruidos cuando estás molesto o enojado . . ." The program's scope and sequence also lists key vocabulary words for each decodable book, supporting explicit instruction before or during shared reading.

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.

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 *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."

In Week 10, Lesson "Sopa de papa, Palabras con t, d, i, o, u," the "Plan de lección para grupos pequeños" instructs teachers to differentiate instruction for students who have already demonstrated proficiency. The materials guide teachers to implement specific strategies, such as facilitating partner reading of decodable texts and guiding students to classify words by syllable type (CV, CVC). The lesson provides suggestions for supporting fluency development, including targeted fluency exercises with high-frequency syllables.

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. For example, in Week 13, Day 5, optional activities include word classification, high-frequency syllable fluency, and syllable combination games that can serve as enrichment for students ready to move on. The guide offers tips such as "Procure que las actividades sean divertidas e interactivas para aumentar el compromiso."

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 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 1, Day 1, Lesson Vocal a, Section 3, "Sonidos y Letras," the materials instruct the teacher to begin with slide 12 and follow the scripted prompt, "Esta es la letra a. Escucha el sonido que hace: /a/. Mírame decirlo: /aaaaa/. ¡Ahora es tu turno! Di el sonido /a/ conmigo: /a/."). In "Presentación de fonética," Week 33, Day 1, the section "Sílabas trabadas," prompts the teacher to explain the meaning of a *trabada* before the students practice. The lesson guides the teacher to explain that the consonant blends *bl* and *pl* are letter combinations that always appear together. The script provides explicit prompts to support modeling, such as, "¡Voy a decir los sonidos de la sílaba fle: /f/, /l/, /e/. Ahora voy a combinar los sonidos: /f/, /l/, /e/, /fle/."

The materials guide teachers in modeling and explaining key concepts to be learned. In the *Guía del docente*, Week 1, Day 1, Lesson "Vocal /a/," Section 2 "Conciencia del texto impreso" focuses on helping students understand that names begin with letters. The teacher starts with Slide 10 and explains, "Todos tenemos un nombre. Los nombres tienen letras. En las palabras de este libro vemos una abeja. Abeja comienza con la letra a. La letra a hace el sonido /a/." The teacher then writes student names that begin with *a* on the board and says, "Este es el nombre de _____. Su nombre empieza con la letra a (enfátize si es mayúscula o minúscula). El sonido de la letra /a/ es /a/." The teacher repeats the routine with other names, modeling the print concept and letter-sound relationship.

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 prompt 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.

In Week 3, Day 4, the phonological awareness lesson includes a routine where the teacher explicitly models how to identify beginning sounds. For example, in "Manzana empieza con m" students repeat the modeled sound together during guided practice, engaging in choral response and blending direct instruction, guided practice, and collaborative learning.

The *¡Estamos listos! Práctica adicional* provides opportunities for collaborative practice, such as playing BINGO sonidos iniciales with peers. The materials also include independent practice through *Mi cuaderno de práctica*, 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.

The materials include teacher guidance and a recommended structure to support effective implementation. In the *Guía del docente*, the section "Cómo empezar con Hola Books" outlines a 90-minute block for delivering foundational skills in a structured way. The first 30 minutes focus on phonemic awareness and phonics, moving from explicit instruction to guided practice. The next 30 minutes provide differentiated support in small groups, with 10 minutes for independent work. The final 30 minutes target language comprehension and knowledge development through shared reading, student discourse like debates, and extension activities.

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.

Materials include embedded guidance for teachers to support EB students in developing academic vocabulary, building background knowledge, and increasing comprehension through oral discourse. *Hola Books* provides a decodable library. After the introduction of a new phonics skill, the students practice the new skill, along with previously learned ones, in context through a decodable text.

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. Each of the decodable books in the "Biblioteca decodificable para kínder," has a set of questions that the teacher can use when reading the decodables in a small group setting. For example, Week 32, Day 4 in the *Guía del docente*, prompts the teacher to share and read *Flores en el jardín*. Section 10, "Lectura compartida," prompts the teacher to have students turn their body and talk to their partner about what they would plant on the farm. It provides the sentence frame, "Yo plantaría ____" to support student conversation.

In Section 3, "Después de leer," the materials prompt the teacher to deepen students' comprehension by using the questions included at the end of the decodable book. These prompts include retelling the story, identifying key ideas, "¿Qué sorpresa se llevan Calisto y Nicolás cuando las semillas brotan?," and making personal connections, "¿Te pareces a alguno de los personajes del cuento?" The "Desarrollo del lenguaje" section prompts students to talk with a partner about a time they experienced an unexpected outcome, promoting oral discourse and activating background knowledge.

The materials do not provide embedded guidance to help teachers support EB students in developing academic vocabulary, building background knowledge, and increasing comprehension through written discourse. Although the materials include writing components, these do not offer extended opportunities for students to exchange ideas and deepen understanding. In the *Guía del docente*, Week 20, Day 5, teachers use the decodable book *Pepe en la ventana* in small groups with a section called "Ampliación de conocimiento" where students read a more challenging text at the end of the book. After reading, the "Conéctate y escribe" activity from the *Mi cuaderno de Práctica* asks students to connect words to images and write the words next to the pictures. However, this activity is an individual worksheet and does not provide structured opportunities for students to write about the content.

The materials do not include embedded guidance for teachers to support EB students in making cross-linguistic connections through oral or written discourse. The materials lack interactive practices that prompt students to compare linguistic features of English with those of another language, such as Spanish.

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 *Guía del docente* materials provide systematic phonics instruction through explicit teacher guidance and a consistent instructional routine. In the Semana 3: Instrucción del día, Lesson "Palabras con *m* y *p*," Day 1 begins with a five-minute phonological awareness activity. The teacher then introduces the letter sounds /m/ and /p/ during the "Letras y sonidos" segment. Students reinforce this learning through handwriting practice in the "Caligrafía" and "Prácticas en la pizarra" sections, where the teacher models how to write uppercase and lowercase *m* and *p*, and students engage in guided and independent tracing. The lesson continues with a phonemic awareness activity in which the teacher models how to blend sounds to form syllables, followed by guided student practice. On Day 2, students apply these skills in decoding activities, including identifying initial sounds and reading the decodable text "Palabras con *m* y *p*." Lessons follow a gradual release model with clear teacher modeling, scaffolded practice, and opportunities for independent application.

The materials provide a detailed sequence that follows a structured phonics progression, beginning with enabling students to decode simple words in Unit 1 of the Serie verde, and advancing to more complex syllable patterns, such as digraph /ch/ in Unit 4 of the Serie azul.

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 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. Additional connected-text practice is provided in *¡Estamos listos! Práctica adicional*, where students read six decodable sentences containing words with syllables using *m, p, l, t, and s*.

The *Guía del docente* organizes content in columns that outline the week, instructional series, weekly books, focus skills, and other relevant details. Each week follows a consistent and intentional sequence that supports phonics practice, first in isolation, then in context. For example, in Week 18, Day 1 introduces a specific phonics skill in isolation through the daily "Presentación de fonética" lesson, focusing on words with soft /g/, b/v, r/rr, and /ñ/. On Day 2, students apply the skill in context using the decodable book *Las golosinas de Lali*. Day 3 reintroduces the phonics skill, and on Day 4, students read a second decodable book, *Una amiga para Pepe*, that reinforces the same skill. On Day 5, students review all sounds and letters introduced during the week.

Mi cuaderno de práctica del estudiante offers further opportunities for isolated ongoing phonics skill reinforcement. For example, in the Letra *Mm* y *Pp* activities, students are asked to identify the syllable that begins each word based on images, then read the corresponding word aloud. Subsequent activities require students to pronounce the image name, isolate and articulate the sound of each letter, trace the initial syllable, and write it independently. In another activity, students identify the initial syllable and underline it in the printed word. Additional tasks include reading syllables with /m/ and /p/ aloud independently and with a partner, then decoding full words by first reading the syllables, then blending to read the entire word, and finally tracing and writing those words.

4.2 Daily Instructional Sequence and Routines

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

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

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

In kindergarten, 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. For example, in *Estoy Listo Guía del docente*, Serie verde, Semana 1, Día 1, the first step of every lesson, "Conciencia fonológica," guides the teachers to ask the students to listen to the words *pato*, *rato*, and *mesa*. *Pato* and *rato* rhyme because they have the same final sound, *-ato*. In the next step, the teacher tells the students she will say two words, and if they rhyme, the students will show a thumbs up; if they do not rhyme, they will show a thumbs down. The guidance continues explicitly by having students identify various rhyming words.

Explicit phonics instruction appears on Day 2 of the lesson "Palabras con *m* y *p*," where the lesson guides the teacher to model the decoding process step-by-step. It instructs the teacher to point to each letter while saying the corresponding sound aloud, "Mira cómo señalo y digo todos los sonidos de las letras." The teacher then prompts students to join in, "¿Viste cómo lo hice? Ahora inténtalo conmigo." As the reading continues, the lesson directs the teacher to invite the students to blend the syllables aloud, "Vamos a tocar y leer cada sílaba. Mírame cómo lo hago yo y ayúdame si puedes," and gradually releases responsibility to the students.

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, the lesson consistently prompts teachers to model the routine that will be practiced. For example, in Week 18, the notes for Slide 1 of the phonemic awareness section on Day 1 state: "Diga: Vamos a combinar sílabas para formar palabras. Modele: Por ejemplo: *pi*, *de*, *pide*."

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

Daily lessons include explicit instruction with guidance for immediate feedback. The *Guía del docente* includes instructions for lesson delivery that include an explanation, some modeling, and prompting students to show their work either orally or in writing. The guide reminds teachers to give immediate

feedback. For example, in Week 18, Day 1, at the end of the "Sonidos" section, it instructs teachers to listen for the letter sounds students produce, rather than the letter names, and to have them repeat the sounds if necessary.

In Semana 3, Día 4, during the lesson, "Palabras con s, Section B, 'Identificar el sonido inicial en palabras,'" the teacher begins with slide 72 and says, "Vamos a jugar un juego llamado ¿Con qué sonido empieza?" prompting students to name images and identify initial sounds. As students respond with words like *sopa* or *masa*, the teacher gives immediate feedback, "¡Correcto! El primer sonido es /s/" to confirm accuracy and reinforce phonemic identification. A note in Section B directs the teacher to consult the *Instrucción a la medida* guide for examples of positive reinforcement language tied to specific phonics skills.

Kindergarten daily lessons include guidance for corrective feedback based on student needs. In the Week 3, Day 4 lesson, under Section B, a highlighted box instructs teachers to "consulte la guía de indicaciones para retroalimentación correctiva," and the *Instrucción a la medida* resource which provides specific prompts for when students respond incorrectly. For example, if a student misidentifies the initial sound in *sapo*, the teacher can say, "Escucha otra vez sapo. El primer sonido que escuchamos es /s/. Vamos a practicar juntos con otra palabra, sol. ¿Cuál es el primer sonido?" providing a scaffolded correction to support accurate decoding.

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

The *¡Estoy listo! Guía del docente* daily lessons 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. In the same lesson, students are asked to 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.

The *¡Estoy listo! Guía del docente* daily lessons include independent practice opportunities for students to apply phonics skills. For example, in Week 3, Day 3, Lesson 3, students engage in independent phonics practice during "Caligrafía" and "Práctica en pizarras." Students trace and write uppercase and lowercase letters on whiteboards, practice proper letter formation, and connect each letter to its corresponding sound. In Section 7, "Dictado," the teacher says a word, guides students to segment it into syllables, identify phonemes, and then prompts students to write the word independently.

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 weekly cumulative review lessons that focus on reinforcing previously taught skills rather than introducing new ones. Each week, the *Guía del docente* features a "Repaso semanal" that reinforces phonics patterns introduced in earlier lessons. For example, in Week 4, Day 3, the "Repaso semanal" includes practice with words containing the consonants *m*, *p*, *s*, and *l*, along with the vowels taught since Week 1, allowing students to apply multiple previously learned sound-symbol correspondences in one lesson.

The *Guía del docente* includes the "Enfoque Semanal" column, which designates Día 5 as a review day. For example, in Week 18, Day 1, the teacher introduces a specific phonics skill in isolation, using the daily "Presentación de fonética" slide deck, focusing on words with *g suave*, *b/v*, *r/rr*, and *ñ*. On Day 2, students apply these skills in context through the decodable book *Las golosinas de Lali*. Day 3 revisits the same phonics patterns, followed by a second decodable book on Day 4, *Una amiga para Pepe*, which continues to target the same letter-sound combinations. On Day 5, the lesson introduces no new content. Instead, students review *g suave*, *b/v*, *r/rr*, and *ñ*, along with previously taught letters, such as *n*, *f*, and *c*.

The materials embed systematic practice across modalities and lesson components. Each day includes targeted and varied opportunities for oral repetition, writing, reading, as well as partner and independent practice. For example, in Week 3, Day 3, students engage in phonological awareness, phonemic awareness, and syllable activities.

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

The materials include practice opportunities that align directly with phonics skills explicitly taught during the lesson. In Semana 3, Día 1 of the Lesson "Palabras con m y p," during the "Práctica con pizarra" section, the teacher first models how to trace the uppercase and lowercase letter *Mm* before guiding students through letter formation. For example, students independently write the letter *Mm* on their whiteboards and display their work after each attempt.

Practice opportunities align directly with phonics skills explicitly taught during the lesson. For example, the "Un vistazo a las destrezas" section, in the *Guía del docente*, outlines a clear sequence of instruction. In Weeks 1–4, teachers introduce vowel sounds and the consonants *m*, *s*, and *l* followed by the consonants *t* and *d* during the weeks that follow. Then, students use their letter-sound knowledge during guided practice to read and spell words such as *duda*, *dedo*, *moto*, *pide*, *tapa*, and *dados*.

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

The *¡Estoy Listo! Guía del docente* materials include decodable texts that provide cumulative practice of previously taught phonics skills. For example, the decodable text "Mamá y Papá," found in the "Biblioteca decodificable para kínder" section of the website, reinforces a variety of phonics patterns introduced earlier, including syllables with *p*, *l*, *m*, and *s*, open syllables, inverse syllables, two-syllable CVCV and VCV words, and three-syllable words that follow the VCVCV pattern.

Another example appears in Week 18, Day 1, when the teacher introduces a specific phonics skill in isolation through the daily "Presentación de fonética: soft *g*, *b/v*, *r/rr*, and *ñ*." On Day 2, students read the decodable book *Las golosinas de Lali* to reinforce the skill in context.

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

The lessons in *¡Estoy Listo! Guía del docente* include an instructional focus with opportunities for practice in isolation and in decodable, connected text. For example, the Semana 1: "Instrucción del día," Día 1 lesson includes an instructional focus on the letter and the sound /a/, providing opportunities for practice in isolation through handwriting, letter identification, rhyming, and phonemic awareness tasks. Students practice individually by tracing and writing letters on whiteboards and responding to prompts focused on isolated sounds. The lesson also includes practice in decodable, connected text through a shared reading of the decodable book *Mamá y yo*, where students apply their knowledge of the /a/ sound in context.

The materials include daily lessons with an instructional focus and opportunities to practice phonics skills in isolation. Following explicit instruction on sound-spelling patterns, students practice decoding words that feature the targeted pattern. For example, activities in the *Mi cuaderno de práctica* include letter identification, initial sound recognition, syllable blending, and other focused phonics tasks. Students also practice phonic skills through connected text. For example, in Week 18, Day 1, a specific phonics skill—words with soft *g*, *b/v*, *r/rr*, and *ñ*—is introduced in isolation through the daily "Presentación de fonética." On Day 2, the decodable book *Las golosinas de Lali* is used 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 developmentally appropriate assessment tools that gradually increase in complexity to match students' literacy development. For example, the "Identificación de sonidos" assessment begins with simple tasks, such as identifying a single letter sound (e.g., *a*), and progresses through subsequent series to more complex phonetic patterns, including blends (/bl/, /cl/, /fl/) and digraphs like /ch/.

The materials include a variety of assessments, such as "Dictado" in the *Mi cuaderno de práctica*, to monitor students' encoding skills. The assessment is developmentally appropriate for kindergarten, as it prompts students to label a picture, an activity that aligns with the student expectation of applying spelling knowledge to spell words with common syllabic patterns.

The *Guía del docente* includes an oral reading fluency assessment developmentally appropriate for kindergarten students, as it provides opportunities to demonstrate emerging decoding and print awareness skills. Students read simple, decodable text aloud after structured instruction and practice, allowing teachers to monitor growth in sound-symbol recognition, word reading, and early fluency.

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, with the *Guía del docente* providing 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 record and track student progress accurately.

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 Hola Books 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. The "Guía para atender las necesidades de todos los estudiantes" section of *Instrucción a la medida* 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 15 sonidos permite empezar la Serie verde 1," in the "Identificación de sonidos" assessment, informs the teacher that the student is ready to move on to the next series. These tracking tools allow for individual student tracking to make instructional decisions to accelerate 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 "Guía para atender las necesidades de todos los estudiantes" section in *Instrucción a la medida* 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. In the section, "Decisiones basadas en datos para una enseñanza diferenciada con Hola Books," the guide 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, letter sounds, blending syllables, reading syllables and words, letter formation, 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)

The *¡Estoy Listo!* program includes explicit instructional guidance on developing oral language and oracy through modeling, repetition, and structured practice. In *Instrucción a la medida*, teachers model fluent reading with expression and pausing, then prompt students to repeat and provide feedback such as, "¡Muy bien! Sonaste como un lector profesional." In *Volumen 2*, Semana 24, Día 1, during "Dictado," the teacher models a sound and has students repeat it. Similarly, in *¡Estoy Listo!* Semana 6, Día 4, the "La aliteración" section includes a scripted prompt, "Repite después de mí . . . ¿Qué sonido tiene cada palabra al comienzo?" using examples like "Gustavo gana grandes gafas" to highlight the /g/ sound.

Lessons progress to "Lectura compartida," where materials continue to provide explicit guidance for developing oral language and oracy through modeling, guided practice, and student interaction. In "Antes de leer," teachers model decoding aloud and prompt students with, "¿Viste cómo lo hice? Ahora, inténtalo conmigo." In Semana 27, the teacher models a response to "¿Qué prefieres: montar monopatín o patineta?" and provides the frame, "Prefiero montar ___ porque ___," before students share with a partner. In Semana 22, Día 3, during "Dictado," students listen to syllables (e.g., *gu*, *gos*), write them, and receive feedback. These activities build fluency and expression through supported oral practice.

The materials also include systematic instructional guidance on developing oral language and oracy through embedded phonological awareness routines. In "A combinar sílabas en palabras," teachers model how to blend syllables (e.g., /na/, /vell/, /nave/) and prompt students to respond orally. At the end of *Lectura compartida*, teachers model questions and provide sentence stems to support complete oral responses. In the daily "Oraciones" section of "Presentación de fonética," materials consistently

emphasize prosody. For example, in Semana 27.2, the script states, "Asegúrate de prestar atención a la puntuación y la entonación de tu voz." Teachers model expression and intonation while students listen, repeat, and practice with awareness of their 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 provide opportunities for students to engage in academic and social communication for different purposes and audiences. For example, in *Guía del docente Volumen 2*, Semana 31: "Plan de lección para grupos pequeños," the teacher prompts students to communicate their understanding of the text by sharing what they learned with her and the class, using the sentence stem, "Hoy aprendí que ____." In Semana 30, Día 2, after reading the text, the teacher asks students to express their opinion by discussing with a partner why they like Ema's new shoes.

During "Lectura Compartida," in the section "Reflexiona sobre la lectura," teachers ask questions about the decodable texts and prompt students to share their responses with a partner or in a small group. Discussion prompts and possible student responses support these interactions. For example, after reading the decodable "Begoña," students retell the story to demonstrate comprehension. The same decodable text is used again in Small Group instruction during the section "Ampliación del conocimiento: ¿Sabías que . . .?," where students learn about how dogs show affection. The teacher encourages students to communicate new knowledge by sharing with the group using the sentence stem, "Hoy aprendí que ____."

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 *¡Estoy Listo! Guía del docente* includes authentic opportunities in Spanish for students to listen actively and engage in discussion to understand information and ideas. For example, in Semana 31, Día 2, during the "Lectura compartida" Lesson "Las mellizas visitan," the teacher reads aloud while students are prompted to join through choral reading when a visual cue appears. The teacher says, "Recuerda estar atento al ícono que te indicará cuándo es tu turno para ayudarme a leer. Lee conmigo si puedes." This structure requires students to listen closely and follow along to participate at the appropriate moment. Similarly, in "Presentación de fonética," Semana 19.1, slide 50, students listen actively as the teacher says, "Ahora escucha atentamente mientras digo una palabra. Piensa en las letras que digo," and continues reading additional words."

The materials also include authentic opportunities for students to engage in discussion to understand information, especially through peer interaction. In *Guía del docente Volumen 2*, Semana 22, Día 2, during "Lectura compartida," students read "La bolsa de mamá" together, explore vocabulary, and respond to open-ended questions with a partner. For instance, they answer, "¿Qué pondrías tú en una bolsa para un

día en el campo?" This question invites personal connections and promotes meaningful conversation about the text. Similarly, at the end of a shared reading, students are prompted to turn to a partner and respond to a personal prompt using a sentence frame: "¿Y tú qué juegos juegas con tus amigos? Puedes usar el marco de oración: Con mis amigos jugamos ____." These prompts foster discussion that connects ideas from the text to students' own experiences.

However, the materials do not include authentic opportunities for students to ask questions to understand information. While some teacher-led questions appear in lessons, such as "¿Listos?" or "¿Viste cómo lo hice?" in *Guía del docente Volumen 1*, Semana 1, Día 3, they require only yes/no responses and do not guide students to generate or ask their own questions. In one instance, students are prompted to ask a partner, "¿Cómo crees que se siente Nicolás ahora?" and respond using the sentence frame, "Yo creo que Nicolás se siente ____ porque ____." Although this models peer interaction, it still limits student inquiry to answering scripted questions, rather than fostering authentic opportunities for students to ask questions that deepen their understanding.

5.C Alphabet

5.C.1 Alphabet Knowledge (K only)

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

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

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

The materials include a systematic sequence that is authentic to Spanish for introducing letter names. In *¡Estoy Listo! Guía del docente*, in the section "Guía de implementación para kínder," the materials outline a structured and progressive sequence for letter name introduction through five color-coded series: verde, amarilla, morada, azul, and roja. Each series builds on the previous one, gradually increasing in phonetic complexity. For example, the Serie verde begins with the five vowels (*a, e, i, o, u*) and high-utility consonants (*m, p, s, l, t, d*), establishing a strong foundation in the most frequent and phonetically regular sounds in Spanish. The next series, Serie amarilla, introduces additional common consonants such as *n, f*, and *c*.

Instruction introduces letter sounds through a systematic and authentic sequence aligned to Spanish. The "Secuencia de enseñanza" outlines this order, starting with vowels and progressing to consonants such as *m, p, t, l*, and *s*, consistent with most foundational phonics programs. The program also includes a systematic way to present the letter sounds. In the section "Sonidos," in the "Presentacion de fonetica," the slides' speaker notes prompt the teacher to model and say the letter sound to students. The teacher listens for students to say the sounds and not the names of the letters. For example, in Week 19.1, the script states, "Voy a mostrar una letra y ustedes van a decir el sonido de la letra juntos."

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

In *¡Estoy Listo! Guía del docente*, the lessons include teacher guidance to provide explicit instruction in Spanish for teaching the identification and corresponding sounds of the 27 letters of the Spanish alphabet (uppercase and lowercase). For example, in Semana 1, Día 1, in Section 4, "Conocimiento alfabético," materials provide explicit instruction guiding the teacher to introduce uppercase and

lowercase *Aa* with the following script, "Comience en la diapositiva número 14. Señale la letra *A* mayúscula y diga: Esta es la *A* mayúscula. Señale la letra *a* minúscula y diga: Esta es la *a* minúscula." Señale la letra *A* mayúscula y diga: Ahora vamos a repetir todos juntos. Repita con los estudiantes: Esta es la *A* mayúscula. Señale la letra *a* minúscula y diga: Ahora vamos a repetir todos juntos. Repita con los estudiantes: Esta es la *a* minúscula."

Daily lessons include a 5- to 10-minute "Caligrafía" section focused on one letter at a time that provides teacher guidance to deliver explicit instruction in Spanish that develops student automaticity in identifying all 27 letters of the Spanish alphabet. Lessons incorporate direct instruction of both uppercase and lowercase letters through explanation, modeling, and opportunities for guided and independent practice. This systematic approach supports automatic letter recognition. For example, in Week 16, Day 4, the teacher holds up the *l* letter card and says, "Miren esta letra. Esta es la letra *l* minúscula."

The "Presentación de fonética" provides explicit guidance on how to teach and review sounds to help develop automaticity. For example, in Week 15, Day 1, in the "Sonidos" section, the daily instruction materials prompt the teacher to show the slides with the letters and say, "Voy a mostrar una letra y ustedes van a decir el sonido de la letra juntos." The teacher then proceeds to review */a/*, */n/*, */f/*, */s/*, */l/*, */e/*, etc.

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

Teachers receive systematic, explicit guidance in Spanish to teach uppercase and lowercase letter formation for all 27 letters of the Spanish alphabet. For example, in *¡Estoy Listo! Guía del docente*, Semana 3, Día 3, in the Lesson "Palabras con *S*," the "Caligrafía" section directs teachers to use slide 13 from the "Presentación de fonética" to introduce the uppercase and lowercase *S*. The teacher explains, "Esta es la letra *Ss*, mayúscula y minúscula. Para escribir la letra *S* mayúscula, traza una curva hacia atrás y sigue con una curva hacia adelante, como una serpiente, así." Materials provide same guidance for the lowercase *s*. Teachers model writing the uppercase *S* using large, exaggerated movements and invite students to "Intenta escribir la *S* mayúscula en el aire." During "Práctica en pizarras," the teacher continues guided practice, "Mira cómo lo hago yo. Trazo una curva hacia atrás y sigo con una curva hacia adelante, como una serpiente," while students trace the letter on individual whiteboards.

Teachers receive clear, scripted guidance that includes stroke direction and starting points. For example, in "Presentación de fonética" 2.3, slide 18, the teacher is prompted to say: "Esta es la letra *Uu* mayúscula y minúscula. Para escribir la letra *u* minúscula, traza una línea recta hacia abajo, luego una curva hacia adelante y una línea recta hacia arriba." This supports accurate letter formation using specific lines and strokes.

In each "Caligrafía" section, the materials prompt teachers to reference the Herramientas para la formación de letras, which includes scripted directions and visual supports. For example, teachers are guided to use the Cartel de formación de letras as a visual aid to reinforce proper formation and letter placement on handwriting lines. The visual includes arrows and corresponding numbers indicating which line stroke to complete first when writing each upper and lowercase letter. These consistent routines ensure students receive direct modeling and structured practice in forming letters correctly.

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

The materials provide various activities in Spanish for students to develop alphabet knowledge in isolation and in print. In *¡Estamos listos! Práctica adicional*, students identify uppercase and lowercase letters and play BINGO by matching called-out letters to images with the same initial sound. In *Mi cuaderno de práctica*, students trace, write, and match letters to pictures based on initial sounds, such as *nido* = /n/.

The materials include cumulative review through a weekly "Repaso semanal," where students revisit current and previously taught skills. For example, in Semana 19, Día 5 of *Guía del docente Volumen 2*, the lesson suggests using "Formación de letras" and "Líneas de combinación" from the *Práctica adicional* workbook. On Day 5 of each week, the "Repaso" menu offers practice options for "Identificación de letras mayúsculas y minúsculas," as needed. Activity suggestions include hands-on practice like tracing letters in sand or with paint.

Students practice alphabet knowledge in the context of meaningful print through a variety of activities and resources in Spanish, many of which incorporate memory-building strategies. *Mi cuaderno de práctica* includes written activities in the "Apéndice" section that align with each decodable text. These tasks require students to name, match, and construct words from the story. For example, in the Lesson "Lucas," the Palabras con letras activity instructs students to cut out images and letters, sort them, and build words that match the images, such as *foca*, *tina*, and *Lucas*.

The materials include a variety of activities and resources in Spanish that support students in reinforcing alphabet knowledge through cumulative review, using memory-building strategies within the context of meaningful print. The *Mi cuaderno de práctica* features an activity titled El alfabeto in each unit of the series. In these activities, students receive an incomplete printed alphabet and must fill in the missing letters. With each successive activity, the number of missing letters increases.

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 section "Getting Started with Hola Books" in the *¡Estoy listo! English Guide for School Leaders* resource, states that Hola Books "explicitly focuses on direct instruction and application of skills to decode and encode." The instruction follows a sequence that begins teaching vowel letter-sound relationships, then consonants paired with vowels to form syllables. For example, in the lesson Semana 1, Día 1, the teacher introduces the vowel sound /a/, including the lower- and upper-case letter *Aa*, and continues with the other vowels. In Semana 3, Día 2, the teacher introduces consonants /m/ and /p/ to start decoding words like *papá*, *mamá*, and *pepa*.

The materials systematically introduce letter-sound relationships in an order that supports basic decoding in Spanish. The "Secuencia de enseñanza" presents the letter sequence systematically. The program introduces letters consistent with most foundational skills phonics programs in Spanish: vowels first, followed by high-frequency and utility letters and sounds that enable quick decoding and are consistent and easy to isolate, such as *l*, *s*, *m*, *p*, and *t*. Next, the program introduces less frequent letters with simple consonant sounds, including *n*, *f*, *v*, *b*, and *r*. Finally, it introduces more complex and less frequent letters that can be phonetically confusing, such as *c*, *z*, *h*, *y*, *g*, *j*, and *w*.

The materials integrate reading and writing development when introducing a new letter-sound correspondence, providing encoding opportunities. For example, in Week 4.2, the sounds /t/ and /d/ are introduced. In Section 6, "Construir sílabas," students use Fichas de letras located in the "Apéndice" of *Mi cuaderno de práctica* to build syllables using previously learned sounds, including /t/ and /d/.

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

In *¡Estoy listo!*, the kindergarten curriculum offers step-by-step scripted teacher guidance in Spanish to introduce the relationship between phonemes and their corresponding graphemes in words. Instruction emphasizes how letters combine to form syllables and words (e.g., $m + a = ma$), and lessons include modeling, guided practice, and corrective feedback. For example, in Semana 6, Día 1, Section 4, "Conciencia fonológica," the materials guide the teacher to model how to blend individual sounds into syllables using this script: "Modele: Por ejemplo, /k/, /a/ = *ca*. Diga: ¿Qué sílaba formamos con /k/, /a/? Es *ca*. Muestre a los estudiantes las diapositivas 16–18 una a la vez y diga cada sílaba en voz alta junto con ellos." This blending is then reinforced with syllables *ca*, *co*, *cu* in Section 5 through repeated practice.

The *Guía con indicaciones para retroalimentación correctiva for Kindergarten* offers specific examples of corrective feedback for common decoding errors. For instance, if a student reads *gato* instead of *pato*, the guide provides feedback such as, "Leíste 'gato', pero esta palabra empieza con /p/. ¿Qué palabra es?" Or "Buen intento. Revisemos la primera letra otra vez. ¿Qué sonido hace?"

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 a variety of activities and resources in Spanish that support decoding of one-syllable and multisyllabic words, both in isolation and in authentic decodable texts. In *¡Estoy listo! Mi cuaderno de práctica*, students decode one- and two-syllable words by reading syllables such as *da*, *de*, *di*, *do*, *du*, and forming words using syllable tiles (e.g., *dado*, *dona*, *sala*). Students also identify words like *gorila* or *gafas* and color the circle that matches the number of syllables in each word.

The materials provide a variety of Spanish-language activities and resources to reinforce students' understanding of letter-sound correspondence through cumulative decoding practice in connected decodable texts. In the *Práctica adicional* workbook, the "Oraciones" section presents students with decodable sentences to read and reread. Students then illustrate each sentence to demonstrate comprehension. As students progress through each new series, the texts increase in complexity, incorporating both previously taught phonemes and newly introduced ones.

The *¡Estamos listos! Práctica adicional* resource includes *Líneas de combinación*, where students review previously taught skills such as letter-sound correspondences for *a* and *e*, one-syllable CV and VCV words, and multisyllabic words with varied syllabic patterns. The materials also provide weekly cumulative review through the "Repaso semanal" in the *Guía del docente*. For example, in Semana 28, Día 5, the teacher tells students they will review what they learned during the week. Prompts guide the teacher to use assessment results to identify areas for reinforcement, "Repase los resultados de las evaluaciones para identificar áreas a mejorar y reforzar." The materials include suggested resources and activities aligned to students' needs.

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)

Hola Books Kindergarten provides a sequence for introducing phonological awareness activities in accordance with kindergarten grade level TEKS that begins with simple skills and gradually transitions to more complex skills. Lesson plans for Day 2 and Day 4 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. Lessons begin with larger units of sound, such as rhyming words (e.g., *llave, nave*) in Semana 2, Día 1. By Semana 18, Día 1, students combine syllables to form words (e.g., */pi/, /de/ → pide*).

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 explicitly teach phonological awareness skills in a way that is authentic to Spanish and include recommended feedback for students based on common errors. In the *Guía del docente*, Volumen 1, Semana 7, Día 1, a feedback side note instructs the teacher on how to address students' errors. The feedback box says, "Si los estudiantes no están listos para combinar y segmentar sílabas o fonemas en las palabras, practique primero identificar los sonidos iniciales de las palabras siguientes: . . ." The "La retroalimentación correctiva" section directs teachers to explicitly model and teach the correct pronunciation of commonly mistaken phonemes. The prompt guides the teacher to say, "Esa es la letra *b*. Hace el sonido /b/. ¿Puedes decirlo conmigo? Intentemos decir esa palabra otra vez." In the *Guía con indicaciones para retroalimentación correctiva*, teachers receive explicit guidance for providing corrective feedback. For example, when teaching students to delete phonemes to create new words, if a student deletes the wrong phoneme, the guide suggests the following feedback, "Escucha con atención: estamos quitando el primer sonido, /p/, no el último. Vamos a practicar otra palabra: sola sin /s/."

Explicit and direct instruction authentic to Spanish, included in the materials, addresses phonological awareness skills and includes recommended explanatory feedback based on common student misconceptions. The "Guía para atender las necesidades de todos los estudiantes" section of *Instrucción a la medida* provides the observation guide, "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 prompts the teacher to say, "Una sílaba tiene al menos una vocal. Di la palabra lentamente conmigo: soool. ¿Cuántas vocales escuchaste? Una. Entonces es una sílaba."

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)

The materials provide varied Spanish-language activities that support the development of phonological awareness skills aligned to Kindergarten TEKS (e.g., K.2.A.ii). In *¡Estoy listo! Guía del docente*, Semana 5, Día 4, the lesson on alliteration guides teachers to model and help students identify initial sounds, focusing on /f/ while reinforcing /m/ and /p/. Teachers prompt students with sentences like "Nicolás necesita novelas nuevas" to identify the repeated /n/ sound. The lesson also includes the activity "Clasificar sonidos de letras: n" in the *Cuaderno de práctica*, where students cut and sort images based on whether they begin with the /f/ sound.

The lesson plan from *Estoy Listo Guía del docente Volumen 2*, Semana 20, "Instrucción del día," Día 3, provides opportunities for students to practice phonological awareness skills connected to grade-level TEKS. In "Conciencia fonémica," students participate in the activity Combinar sílabas en palabras, where

they blend syllables to form words. The teacher says, "Voy a decir las sílabas de una palabra. Escucha: auto. ¿Qué palabra forman estas sílabas?" In the activity, Segmentar palabras en sílabas, the prompt guides the teacher to say, "Voy a decir una palabra. Escucha: auto. ¿Cuántas sílabas tiene la palabra auto?"

The materials include varied hands-on activities to reinforce phonological awareness skills. For example, students use bingo cards with images (e.g., *nube*, *tomate*, *dado*, *foco*) to identify words by their initial phoneme (e.g., /n/ for *nube*), providing repeated practice with sound discrimination. In another activity from the *Cuaderno de práctica*, Las Rimas, students say the names of two pictured items and mark a check if the words rhyme or a cross if they do not.

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 and 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 2 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.

In the Dictado activities, students listen to sounds and syllables, identify corresponding graphemes, and write them, reinforcing phoneme-grapheme correspondence. Additionally, students engage in reading and decoding syllables and words, and participate in shared reading of decodable texts, further supporting phonological development. The materials present a systematic and authentic Spanish sequence for phonemic awareness that begins with identifying phonemes and progresses to blending phonemes into syllables and syllables into words. For example, in Week 3, Day 2, students identify initial sounds (e.g., /m/, /p/), and by Day 3, blend phonemes to form syllables with /s/ (e.g., *sa*, *se*, *si*). In Week 7, students blend syllables and phonemes to form words and segment them into syllables and phonemes, showing a progression to intermediate skills.

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)

Hola Books *Guía del docente, Kindergarten*, provides explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors. For example, in Week

11, Day 4, Lesson "Las paletas de Lali," in "Calentamiento de fonética," the materials guide teachers to use the Tarjetas para conciencia fonológica to support students according to their individual needs. At the bottom of the lesson page, a box directs teachers to consult the *Guía con indicaciones para retroalimentación correctiva* for guidance on providing targeted feedback. For example, to support students who add syllables instead of segmenting into phonemes, the guide provides targeted feedback, "Recuerda que estamos escuchando sonidos individuales, no sílabas. En 'luna', los sonidos son /l/ /u/ /n/ /a/."

In the "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. For example, the materials address a common error, skipping or adding sounds when blending phonemes, by providing corrective feedback for teachers: "No necesitamos añadir otros sonidos. Escucha: /m/ /a/ /r/. Los unimos y formamos 'mar'. Vamos a practicar otra palabra: /s/ /o/ /l/."

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)

Explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle appears in the resources, supporting students in transitioning from oral language activities to basic decoding. For example, in "Presentación de fonética 3.1," students blend individual phonemes to form syllables with /m/, using animated slides that display sound boxes to represent each phoneme. In a follow-up activity, Sílabas CV, the slides show sound boxes, with corresponding letters appearing below them. The speaker notes offer direct instructional guidance linking phonemes to letters, "Diga cada sonido y luego combine las letras para formar la sílaba. Repita la sílaba con fluidez y en voz alta junto con los estudiantes . . . /m/, /i/, mi. /m/, /i/, mi." In the "Presentación de fonética," Semana 8, slide 4, the materials prompt the teacher to use the word *mama* to say, "Ahora vamos a combinar fonemas para formar palabras. Por ejemplo: /m/, /a/, /m/, /á/, mamá. ¿Qué palabra formamos con /m/, /a/, /m/, /á/? (/m/, /a/, /m/, /á/, mamá)." The teacher can reference week 8, lesson 1 to lead this discussion.

The materials provide explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, supporting students as they transition from oral language activities to basic encoding. For example, in "Presentación de fonética 4.1," after blending sounds to form syllables with the letters *l*, *s*, *m*, and *p* in a prior phonemic awareness activity, the section "Construir sílabas" has students use letter tiles to build syllables using those consonants along with the vowels *a*, *e*, *i*, *o*, *u*. The slide notes provide direct instructional support, such as, "¿Qué sonidos escuchamos en *li*? Eso es: la /l/ y la /i/. Busco las letras y las junto: /l/, /i/, *li*."

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* provide a variety of activities and resources in Spanish for students to develop phonemic awareness skills. For example, the *Mi cuaderno de práctica* includes activities where students must sort letter sounds using pictures. The *¡Estamos listos! Práctica adicional* also 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., *Pablo planta papas*).

The materials include a variety of activities and resources in Spanish for students to practice phonemic awareness skills. In the *Mi cuaderno de práctica*, "Apéndice" section, *Serie verde*, a series of activities focuses on identifying initial sounds. For example, in "Palabras con *a*: Clasificar los sonidos de las letras," students cut out a set of pictures, listen carefully, name each image, and sort them into two groups, those that begin with the sound /a/ and those that do not.

The materials include a variety of Spanish-language activities and resources that support the reinforcement of phonemic awareness skills through structured, cumulative review. 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 option, "Conciencia fonológica," encourages teachers to select any sound, blend, or phonemic awareness activity from the program. Suggested activities include rhyming games, clapping syllables, and using Elkonin boxes to segment and blend sounds.

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 *¡Estoy listo!* program follows a systematic, grade-level sequence aligned with the Spanish TEKS to introduce sound-spelling patterns and syllable combinations for decoding single and multisyllabic words as outlined in the Spanish TEKS. The materials begin with letter-sound correspondences and CV words during weeks 1–4, then progress to more complex structures such as CVC and CCVCV words. As outlined in the *Guía del docente* under "Conciencia fonológica y fonémica" in the "Guía de enseñanza para kínder," the instruction sequence starts with *sílabas abiertas* (CV), followed by *sílabas inversas* (VC), *cerradas* (CVC), and *combinaciones* (CVV, CCV, CVCV), allowing students to decode real words and apply their learning to *palabras multisilábicas* across the Serie verde, amarilla, morada, azul, and roja. For example, in the Serie verde, students see CV words such as *ma*, and progress to more patterns as they progress through the series.

In weeks 1–4, the materials begin with letter-sound correspondences and CV words before progressing to more complex structures such as CVC and CCVCV words. The structured, color-coded progression moves from simple to complex syllables to develop decoding skills with both single- and multisyllabic words through systematic foundational skills instruction.

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

The materials include teacher guidance to provide explicit instruction for grade-level sound-spelling patterns. For example, in the *Guía del docente*, Semana 12, Día 3, sección 9, "Dictado," the teacher explicitly models and prompts students to write or spell the words they hear, as in the direction: "Pida a los estudiantes que escriban todas las palabras de la oración."

Throughout the "Instrucción del día" lessons, the materials guide the teacher to provide explicit instruction on grade-level sound-spelling patterns. The lesson script directs the teacher to lead students during the "Dictado." For example, "Diga: Vida, vi - da, vida. ¿Cuántas sílabas tiene la palabra? (2) vi - da. La primera sílaba, vi, ¿cuántos sonidos tiene? (2) /v/, /i/. La segunda sílaba, da, ¿cuántos sonidos tiene? (2) /d/, /a/. Vida, /v/, /i/, /d/, /a/."

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)

Designed to support the development of grade-level sound-spelling patterns, the materials include activities and resources authentic to Spanish. For example, in the *Guía del docente*, Volumen 1, Semana 1, Día 1 lesson, the teacher introduces a list of sounds and models how each is written. After the lesson, students apply their learning using a decodable text that includes the words practiced. Additionally, in *Poquito a poco: Mi cuaderno de práctica*, students match words to pictures and fill in the missing syllables, for example, completing *pin___no* with *gui* to form *pingüino*.

The materials offer a variety of activities and resources authentic to Spanish for students to practice grade-level sound-spelling patterns. For example, after a lesson on the *sílabas trabadas con r*, students read a decodable word list (e.g., *otro, frasco, fresas*), then apply the pattern in decodable sentences such as "*Rodolfo se prepara para probar la primera fruta.*" Students continue reading a short decodable book *Rodolfo come fruta* that includes multiple words with *sílabas trabadas con r* in context.

Hola Books *¡Estoy listo!*, grade K, includes a variety of authentic Spanish-language activities and resources that reinforce grade-level sound-spelling patterns through cumulative review. The materials provide structured opportunities for students to revisit and apply previously taught syllable and spelling patterns throughout the year. The *Práctica adicional* resource offers engaging cumulative practice, such as the game *Tira, di y escribe*, where students look at images, say the word aloud, and write it in their journals. Target words include *queso, manguera, abeja, mantequilla*, and *perro*.

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 to support students in decoding words with taught syllable correlations both in isolation and in connected text. For example, in the *¡Estamos listos! Práctica adicional* resource, students decode words in isolation using Elkonin boxes (e.g., *te-la, Pe-pe*), and read sentences such as "Papá amasa la masa." The materials include authentic

decodable texts in Spanish that build on previous instruction. In the *Guía del docente*, Semana 29, Días 1–2, the teacher reviews and introduces new skills (e.g., digraphs *qu*, *ll*), and through the decodable text "El monopatín," students decode words with taught syllables, such as *Henrique* and *rodilleras*.

To support students in encoding words with taught syllable patterns, the materials provide a variety of activities and resources in Spanish for both isolated practice and authentic decodable connected text. The *Presentación de fonética* offers daily opportunities for encoding. After decoding words with "sílabas trabadas con *l*," students read decodable word lists (e.g., *flota*, *blusa*, *playa*), and practice encoding these patterns during a dictado with words like *clima*, *blusa*, and *playa*. Likewise, in Semana 28, Día 4, following decoding of words containing *q*, *ll*, and *h*, students read word lists (e.g., *hizo*, *llegar*, *Chiquis*), and encode sentences during "Dictado" activities, such as *Hace tanto calor*, reinforcing the sound-letter correspondences.

In *Hola Books*, *¡Estoy listo! Kínder*, students first decode isolated syllables and CVCV words like *mamá*, *papá*, *mapa*, and *puma* in *Mi cuaderno de práctica* following explicit instruction. "Dictado" sections offer teachers word lists aligned to weekly syllable patterns (e.g., *papa*, *pelo*, *loma*, *casa*), guiding modeling and scaffolding before applying skills in connected text. The program also includes decodable texts to reinforce syllable decoding in context. For example, in Week 14, Day 3, after syllable instruction (e.g., *lu*, *sa*, *le*, *cu*), teachers guide blending practice with projected syllables. The next day, during *Lectura compartida*, students read the decodable book *¿Dónde está mamá?*, blending syllables into words like *luna* and *cuna*, and reading the full text aloud using previously taught syllables and words.