

Just Right Reader, Inc.

Spanish Phonics, 3

Just Right Reader Decodables Plus de Tercer Grado

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798896543664	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	<u>2</u>	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	26 out of 26	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	26 out of 26	100%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	81 out of 81	100%

Breakdown by Suitability Noncompliance and Excellence Categories

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

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	<u>20</u>
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

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

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

The materials provide a scope and sequence that outlines the Texas Essential Knowledge and Skills (TEKS) concepts and knowledge taught throughout the course. The "Scope and Sequence Overview" is organized by week. This resource emphasizes phonic structures, integrates high-frequency words and vocabulary development, and enhances students' fluency, comprehension, and vocabulary skills.

The *Teacher Edition* lists materials for curriculum implementation and includes a "Sequential Scope and Sequence" that consists of a weekly overview of student expectations and instructional plans. For example, the "Student Expectations" section of the "Overview" includes the following standards: 2A: Demonstrate and apply phonetic knowledge and 2B: Demonstrate and apply spelling knowledge.

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 pacing guides for grade 3 that facilitate the implementation of various instructional calendars. The materials accommodate a four-day or five-day school week and a duration of either a 160-day school year or a 180-day school year. The "Weekly Overview" provides an overview of the materials' pacing across 36 instructional weeks.

The grade 3 *Phonics Program Pacing Guide* is for 36 instructional weeks. The guide provides teachers with a roadmap to introduce and reinforce grade-level phonic standards for reading development. The

roadmap provides tools for weekly planning, resources, and materials to deliver the lesson, including reviews and cumulative reviews for the effective implementation of various calendars.

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 materials provide a rationale for unit order and explain how concepts and skills connect throughout the course. The *Teacher Edition* explains that instructional methodology is based in the Science of Reading, stating: "The *Just Right Reader* lesson plans are grounded in the principles of the Science of Reading, focusing on explicit phonics instruction and a systematic approach to literacy." The grade 3 phonics "Scope and Sequence" includes a rationale that explains how the materials "move students from mastery of basic syllable patterns into fluent decoding and encoding of increasingly complex multisyllabic words."

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

The materials include resources to support teachers, such as a *Getting Started Guide*, teacher resources, home instruction extensions, and lesson plans. The *Teacher Edition* includes a "Lesson Implementation Guide for Teachers" section, which details how teachers can access the materials. This section states that "it is beneficial to review these lesson plans in advance of your teaching sessions." The materials structure and outline lessons by weeks, grouping units to target overall skills.

In grade 3, the *Teacher Edition* includes a "Lesson Plan Internalization" template, which includes a scripted checklist for teachers to understand and prepare each lesson. The "Lesson Plan Internalization" template is divided into sections. These sections provide steps and detailed descriptions that teachers should follow during each section's implementation. For example, the "See It" section guides teachers how to deconstruct the lesson standard, identify the ways the standard will be assessed, identify the bite-sized lesson "teaching point," and determine the lesson flow and pacing. The "Lesson Plan Internalization" sections are titled "Launch," "See It," "Name It," and "Do It."

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

The materials include an *Instructional Coach Support Guide* to help teachers implement the materials. The guide includes steps and strategies to support lesson delivery and facilitate weekly discussions with teachers. For example, the "Step 1, Getting Started" section of the *Instructional Coach Support Guide* includes a "Familiarize Yourself with the Guide" section, which lists the following steps: "Review the *Lesson Implementation Guide for Teachers*; Review the specific skills targeted in each lesson, such as phonemic awareness, phonics, fluency, comprehension, and vocabulary located in the 'Unit/Module Overview'

section; and Highlight how these skills progress throughout the curriculum and how they connect to the TEKS."

The materials include resources and guidance to support administrators with their implementation. For example, the materials include an online "Administrators Resources" tab with an "Administrator Welcome Letter." The "Administrator Welcome Letter" explains how to access the "Curriculum Alignments," "Lesson Plans," and "Professional Development Resources."

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 materials include a "Unit Overview" that provides text-dependent lesson plans. The "Unit Overview" lists the lessons for each unit. Each lesson provides teachers with the background knowledge and vocabulary to teach the material. For example, the background for the lesson "La donación de juguetes" relates to information about making donations. The vocabulary definitions include the words *atiborrada*, *llena*, and *repleta*. Additionally, the materials include explicit connection to previous content by having teachers state the following before the current learning objectives: "Hemos estado leyendo y deletreando diferentes palabras multisilábicas. Hoy vamos a leer y escribir palabras multisilábicas con . . ." These inclusions explicitly connect previously learned concepts and strategies to new content.

The grade 3 materials include additional resources such as a "Vocabulary Routine" section. This section guides students through six steps to acquire new vocabulary: "1. Introduce the word," "2. Apply phonics and morphological skills," "3. Connect the word to meaning," "4. Use the word in context," "5. Check understanding," and "6. Integrate reading and writing." This vocabulary routine is applicable to each lesson, but it is not included in the "Unit Overview" sections for educators to teach the concepts.

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

The materials extend instruction into the home with the *Take-Everywhere Literacy Packs*. These books include a QR code to access a lesson in both English and Spanish, allowing students to watch a phonics lesson independently or with their families. The materials also include a "Family Welcome Letter" in English and Spanish with the following suggestions: "1. Watch a fun phonics video lesson together. 2. Read the books together as a family. 3. Encourage your student to reread the books. 4. Talk about the books. 5. Participate in a fun activity with your student."

The materials offer tools to communicate students' progress to families. The *My Literacy Journey Trackers* guide can be used during parent-teacher conferences to ensure parent engagement and involvement in their child's learning. The materials also include a "Home Reading Bingo" activity in English and Spanish that reinforces classroom concepts and skills, promoting active family involvement in student learning.

Bingo activities provide opportunities for families and students to practice the skills students are currently learning in the classroom.

1.3 Lesson-Level Design

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

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

The materials present comprehensive, structured, and detailed lesson plans for each decodable included in the *Third Grade Spanish Library*. Each plan specifies daily objectives, contains questions designed to assess student understanding, provides sentence starters to facilitate student discourse, outlines differentiation strategies, incorporates writing responses to reading, and establishes home connections to reinforce lesson objectives and skills. For instance, the lesson plan for "El pingüino caluroso" features a "Group Discussion" prompt that encourages students to articulate their reasoning in response to the following question: "¿Por qué crees que el pingüino decía que los dueños eran unos sinvergüenzas? (Optional) El pingüino decía que los dueños eran unos sinvergüenzas porque ____."

The materials provide instructional assessments designed to align with the content standards of the phonics lessons. The materials categorize assessments into diagnostic (administered before instruction), formative (conducted during instruction), and summative (administered following instruction) assessments. The "Assessment Chart" resource details the components of summative assessments, which include "Directions for Administration," "Standards/Skills Assessed," "Teacher Directions," "Assessment Items," "Scoring Guide," and "Progress Monitoring" sections. For instance, the "Decodable Plus Set 1 Summative Assessment: Letter Review *h, ch, ll, rr, z, w, y, and z*" includes the following directions: "Say: Ahora diré una palabra dos veces. Primero vas a repetir la palabra después de mí y tocarás el espacio donde vas a escribir la palabra. Luego escribirás la palabra en el espacio correcto."

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

The materials provide structured lesson overviews detailing the necessary materials for each lesson, promoting organized and effective instructional delivery for teachers and students. Lesson plans outline the recommended time allocations for each component, ensuring structured pacing and effective classroom management. For example, in the grade 3 lesson "El ciclo del agua" (Set 3), the recommended

materials and preparation include a copy of "El ciclo del agua" for each student, a whiteboard and marker (or paper and pencil), and a vocabulary notebook (optional).

The *Teacher Edition* and *Getting Started Guide* include lesson overviews outlining each component's recommended time allocations, weekly overview lesson plans, and supplemental resources. For instance, in the grade 3 lesson titled "Chile, ¡allá vamos!" (Set 1), the materials provide specific time suggestions: "Phonics Review" lasts for 10 minutes, "Reading the Decodable" lasts for 10 minutes, "Comprehension and Extension Activities" lasts for 10 minutes, and the "Closing" lasts for one minute.

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

The materials include guidance on effectively using lesson materials for extended practice. The materials incorporate a QR code that allows families to access phonics mini-lessons at home, thus enhancing students' opportunities for extended learning beyond the lessons. The QR codes provide students with access to practice lessons, reinforcing the specific skills students have learned in the classroom. For example, the *Take-Everywhere Literacy Packs* provide additional practice and extension activities that can be used at school and at home.

Lesson plans provide comprehension extension activities, such as a "Written Response to Reading" section, enabling students to practice and apply their understanding of texts. Teacher resources include a "Family Welcome Letter," which offers various ideas to encourage reading practice at home, strengthening the connection between school and family to support students' literacy development. For example, one of the "How to Support Your Student at Home" letters states: "Encourage your student to reread the book. Each time your student reads a book, color in the high-five on the back cover."

2. Progress Monitoring

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

2.1 Instructional Assessments

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

2.1a – Materials include a variety of instructional assessments at the unit and lesson level (including diagnostic, formative, and summative) that vary in types of tasks and questions.

The materials provide a comprehensive system of instructional assessments, including diagnostic, formative, and summative assessments. The materials integrate these assessments across units and lessons throughout the school year. The assessments are organized in the *Teacher Edition*. Diagnostic assessments appear in Appendix A, summative assessments appear in Appendix C, and oral reading fluency probes appear in Appendix D. Figure 3.1 in the *Assessment and Progress Monitoring Guide* outlines each assessment type and includes clickable links to access supporting documents. For example, the "SP Baseline Assessment: Connected Text Fluency (Decodable Plus Set 5)" includes tasks such as decoding, accent marks, morphology, reading comprehension, and fluency, guiding teachers in planning instruction and interventions based on student performance.

The materials include ongoing formative assessments and checks for understanding at both the unit and lesson levels to support instructional decision-making. Teachers monitor progress using decoding routines, oral fluency checks, vocabulary tasks, and embedded questioning strategies such as "¿Cuál es el primer sonido?" and "¿Cómo se escribe este sonido?" Summative assessments, which appear at the end of each lesson or unit, measure student mastery through structured activities that include both encoding and decoding components. The materials' varied assessment tools—including checklists, student prompts, and feedback routines—allow ongoing tracking of student learning. These tools align to phonics instruction and grade-level expectations.

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

The materials provide clear and detailed definitions and purposes for the various types of instructional assessments within the *Teacher Edition*, specifically addressing diagnostic, formative, and summative assessments. For instance, the materials describe the diagnostic assessment as a tool that "gauges students' knowledge and skills before learning and teaching occurs." This assessment serves as a formal, standardized measure to establish baseline phonics skills for grade 3 students. The materials further emphasize the diagnostic assessment's role in informing instructional decisions. For example, if a student scores below 50 percent on a decoding subsection, the assessment is discontinued, whereas scores of 50 percent or higher prompt the administration of increasingly complex subsections.

In the materials, formative assessments are designed to monitor student progress during the instructional process, enabling educators to use the data to adjust teaching strategies accordingly. Conversely, summative assessments evaluate student mastery following instruction. The results of this assessment report proficiency relative to the standards taught. Each summative assessment includes a "Purpose of Assessment" section that articulates the assessment's intent. For example, the materials state that Summative Set 54 "gauges students' knowledge and skills after teaching and learning have taken place," measuring students' mastery of specific standards. Additionally, the materials feature tools (e.g., Figure 3.3) that systematically connect assessment types to their purposes and levels of analysis. For example, the "Baseline Assessment for Connected Text Fluency" documents students' phonological awareness, fluency, and comprehension to guide subsequent instruction.

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

The materials ensure the consistent administration of instructional assessments through detailed tools and resources in Appendix A and Appendix C. Appendix A's *Diagnostic Assessments (Phonics) Administration Guide* includes prompting, scoring, and data collection guidance in Spanish. For example, the guide instructs teachers to say "¿Cuál es esta palabra?" when a student is stuck. If the student does not know a word, teachers leave the space blank and encourage them to continue. The materials advise teachers to mark the stopping point if the student becomes frustrated and to record observations in the designated section. Appendix C's "Third Grade Summative Assessments" resource lists decodable assessment sets, which include precise directions that list the assessment's purpose, standards, and assessed skills, as well as decoding and encoding procedures, a scoring guide, and progress monitoring materials.

Table 1 in Appendix A's *Diagnostic Assessments (Phonics) Administration Guide* further supports accurate implementation by aligning oral reading fluency scores with decoding starting points and instructional recommendations. Such resources are especially helpful for students at high risk of reading difficulty.

Teachers can access digital versions of the *Administration Guide* to find comprehensive directions for assessment preparation, scoring, and data analysis. These resources are designed to help educators accurately measure student skills and apply the results to guide instruction.

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

The materials include the TEKS throughout instructional assessments. In the *Teacher Edition*, the "Assessment Overview" for grade 3 Spanish includes a dedicated "TEKS Standards" column, which links each diagnostic assessment to the specific skills being evaluated. For example, the diagnostic assessment for Decodable Set 5 aligns with the TEKS objective "decode words with a prosodic or orthographic accent." Lesson plans also explicitly state learning objectives that reinforce TEKS alignment. For instance, in the lesson "Jaime ahorra," one objective specifies that "students will read and spell multisyllabic words that have the same spelling with an accent mark, *acento ortográfico*, to distinguish between the two words and their meanings."

The materials maintain TEKS alignment across diagnostic, formative, and summative assessments. The "Assessment Overview" and *Progress Monitoring Guide* reference the TEKS at both the unit and daily lesson levels. For example, the lessons and assessments identify skills such as *hiatos*, *diptongos*, *prefijos*, and *sufijos*. Each skill matches a corresponding TEKS objective. These objectives are reflected in both the daily lesson plan targets and the broader assessment framework, ensuring coherence between instruction and evaluation.

The materials provide a "Baseline Assessment Sheet" resource and summative assessments that measure multiple TEKS-aligned competencies. For example, summative assessments in Set 3 evaluate SLA 3.2.A.i (decoding words with orthographic accents) and SLA 3.2.B.viii (spelling words with phonetic variations such as *ll/y*, *c/k/q*, *g/j/x*). The materials guide teachers to track student progress toward mastery of grade-level expectations.

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

The materials provide instructional assessments at varying levels of complexity through both summative and formative tools. Summative assessments include encoding tasks in which the teacher reads a word twice, and students write the word down. Summative assessments also include decoding tasks in which students read real and nonsense words aloud. Phonics assessment checklists focus on foundational decoding skills such as reading multisyllabic words with prefixes and suffixes. Baseline assessments evaluate blending sound skills and fluency.

The materials include formative assessments that include additional opportunities for varying levels of complexity through reading workouts and the *Immediate Feedback and Error Correction Guide*. For

example, in Decodable Plus Set 5, vocabulary-focused reading workouts include the activities "Cuatro pasos," "Árboles de palabras de raíz," "Juego de mímica," and "Crucigramas." These activities include clear instructions and target different levels of cognitive demand.

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 a cohesive assessment system that combines clear scoring guidance, progress monitoring tools, and real-time instructional support to inform teaching and accelerate student growth. The *Summative Assessment Scoring Guide* ensures consistency by assigning one point per correct item in encoding and decoding, without awarding partial credit. This guide uses the "Student Response Record" resource to track performance. Teachers update tools such as the "Phonics: Spanish Decoding/Encoding" checklist after each unit to document student mastery. Diagnostic assessments and phonics graphs help teachers identify student needs and guide flexible grouping.

The materials include weekly monitoring plans and tools, such as the "Mastery Measure Student Response" resource. Such tools track skill-specific progress, including decoding multisyllabic words with the silent *u*. Instructional guidance extends beyond assessment with the *Immediate Feedback and Error Correction Guide*, which equips teachers to respond to decoding errors in real time using scaffolded prompts. Paired with the "Next Steps: Actionable Instructional Strategies" resource, these tools support accurate scoring interpretation, reteaching, targeted support, and skill acceleration.

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

The materials provide teachers with structured tools and guidance to collect, analyze, and respond to assessment data for targeted instruction. Checklists and diagnostic tools, such as the "SP Diagnostic Phonic Skills" tool and "Decodable Plus Set 1" checklist, help teachers track decoding and encoding mastery in alignment with specific TEKS. These tools guide flexible grouping based on performance trends and inform instructional planning and decision-making. Scoring systems for assessments include defined symbols and examples, ensuring accurate and consistent evaluations of student responses.

The materials also support differentiated instruction through targeted lessons and responsive strategies, informed by assessment data. Teachers utilize the "Next Steps: Actionable Instructional Strategies" resource and the *Immediate Feedback and Error Correction Guide* to adjust instruction in real time and plan

follow-up activities. Lesson plans include built-in response days to ensure skill reinforcement in small groups. Instructional coaches also have access to resources that outline how to collect and interpret data.

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 materials provide teachers with comprehensive tools to track student progress and growth through editable charts and diagnostic assessments. For example, the materials include the "Student Response" chart and the grade 3 "Spanish Phonics and Word Knowledge Decoding and Encoding" checklist. These tools "allow teachers to document individual or class performance across targeted TEKS-aligned skills, such as decoding nonsense words or encoding based on decodable text sets." The tools include columns for students' names and rows tied to specific phonics skills (such as decoding multisyllabic words with silent *u* or diphthongs), enabling detailed tracking and analysis.

In addition to teacher-facing tools, the materials support both formative and summative progress monitoring through assessments and student self-monitoring. After small group instruction and assessments, teachers can document student performance using forms. Teachers can also reference tools such as the "Diagnostic Phonics Skills" graph to establish a class baseline. Figure 3.1 in the *Teacher Edition* offers an overview of Spanish grade 3 assessments, including the "SP Growth Outcome Measures" data tracker for oral reading fluency. Students can also take ownership of their learning by using self-monitoring checklists in spreadsheet form, which include categories such as three-syllable words, silent *u*, diphthongs, and hiatus, supporting students' metacognitive awareness and engagement with their own growth.

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 materials include explicit teacher guidance for differentiated instruction and scaffolded activities that support students who have not yet reached proficiency on grade-level skills. Lesson plans feature a dedicated "Differentiation" section with links to resources such as reading workouts, which guide teachers through strategies for common decoding and comprehension challenges. For example, in "En Nicaragua," a QR code at the beginning of the decodable text links to a video that reinforces the distinction between *gue/gui* and *gue/güi* in multisyllabic words. The "Teacher Resources" box includes printable tools such as the "Mapa del cuento" graphic organizer. Lessons also include sentence stems and turn-and-talk prompts to support language development and comprehension.

The materials include the *Spanish Differentiation Guide*, which provides scaffolded instructional routines based on students' proficiency levels. For decoding, the guide recommends continuous and additive blending to simplify complex tasks. For fluency, the guide outlines a progression of support strategies, including echo reading, choral reading, cloze reading, and partner reading, to gradually build student independence. Lesson plans integrate this support across components, such as the "Phonics Review and Fluency Practice" component, in which teachers model phrase-cued reading to enhance expression. Additional paired lessons and connected texts allow students to apply new skills in context, targeting specific areas such as multisyllabic words, morphemes, vocabulary, and comprehension.

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 embedded vocabulary support to help students access unfamiliar words and references in the decodable texts. Each lesson plan includes a "Vocabulary" section that instructs teachers to introduce key terms using student-friendly definitions and visuals. For example, in the lesson "Jaime ahorra," the teacher introduces terms such as *bastante* and *la cantidad adecuada* before reading. Lessons also include cultural and linguistic references, such as explaining the expression *sana, sana, colita de rana* in the book *Sana, Sana*, encouraging student discussion concerning meaning and context.

The materials include pre-teaching supports for unfamiliar vocabulary words. The decodable books feature a "Nuevo vocabulario" section at the beginning, which pairs vocabulary words with definitions and illustrations to aid comprehension. The lesson plans incorporate background knowledge to clarify text references and guide pre-reading instruction. For instance, in the lesson "Agua, aire, y naipes," the teacher introduces the storyline and builds a schema by relating it to students' outdoor experiences. The "Lesson Plan Internalization" framework is organized into four stages: "Launch," "See It," "Name It," and "Do It." These stages support teachers in identifying prerequisite skills, misconceptions, and the multisensory support needed for vocabulary development. These tools allow students to engage meaningfully with new vocabulary and gain a deeper understanding of the 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 materials provide teacher guidance for differentiated instruction and extension activities that support students who have demonstrated proficiency in grade-level content and skills, as outlined in the lesson plan structure. Each lesson includes a "Comprehension Extension Activities" section that promotes deeper engagement through structured oral and written tasks. For example, in the lesson "El sastre hacendoso," students write about the beginning, middle, and end of a story using structured sentence frames such as the following: "Al principio de la historia, ____." These tasks encourage students to synthesize information, articulate ideas, and independently apply comprehension skills.

The materials include the *Spanish Differentiation Guide* and "Lesson Plan Internalization" tools to support enrichment. Teachers receive guidance to adjust instruction for proficient and advanced students by reducing scaffolds, increasing text complexity, and encouraging independent application. For example, the *Spanish Differentiation Guide* suggests removing tools such as Elkonin boxes or syllable lines for proficient readers, offering them more grade-level texts instead. The "Do It" section of the "Lesson Plan Internalization" prompts teachers to provide extension opportunities, such as creating additional word examples or writing activities. The "Quinoa con queso" lesson includes structured questions and

sentence stems, which help students engage in high-level discussions and written responses. These strategies continue to challenge proficient students, further developing their literacy skills.

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 and scripted guidance to support teachers in modeling and explaining the concepts to be learned. Each lesson plan provides step-by-step language for teachers to make thinking visible, particularly during phonics instruction. For example, in the lesson "El ciclo del agua," the teacher introduces the /s/ sound (represented by the letters S, Z, and soft C), saying: "Hoy vamos a leer palabras con el sonido /s/ presente en las letras S, Z, y la C suave." The teacher models the decoding of *celeste* by dividing it into syllables and reading each part aloud. This explicit modeling ensures that students observe and internalize the decoding process before applying it independently.

The materials include explicit prompts and guidance to support teachers in modeling and explaining concepts to be learned. For example, the lesson "La brújula errante" requires the teacher to model word division with prefixes, guiding the teacher to say: "Esta palabra tiene el prefijo *pre-*. Ahora, observa cómo divido esta palabra: *pre-o-cu-pes*." The teacher then blends the syllables and explains the word's meaning, modeling the cognitive process students are expected to replicate. Lessons also include guidance for error correction, such as prompting students to read fluently rather than word by word. These consistent instructional routines equip teachers with the tools to make their thinking visible and scaffold student learning effectively.

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

The materials provide teacher guidance and recommendations for effective lesson delivery by integrating a variety of instructional approaches that promote student engagement and collaborative learning. For example, in the lesson "La gata genio," students engage in a turn-and-talk activity to discuss character interactions and use textual evidence to support their responses. The teacher prompts discussion with questions such as the following: "¿Por qué crees que los otros animales pensaban que la gata era rara?" Teachers offer the following optional stem: "En la página _____, los otros animales pensaban que la gata era rara porque _____." The lesson incorporates graphic organizers (accessible through a QR code or teacher resource link) to help students identify themes or key ideas. Additionally, the "Reading Workouts"

section provides a think-pair-share that prompts students to form and discuss questions about the text with a partner, thus fostering students' deeper comprehension through structured conversation.

The materials include a "Reading Workouts" section with a variety of instructional approaches. The section includes "Lectura en pareja," "Teatro de lectura," "Juego de mímica," "Resumen en relevos," and "Tableros de temas" strategies, which offer flexible options for collaborative or independent work. For example, in "La taza de cacao," students respond to the following prompt during a turn-and-talk: "Si yo estuviera en la situación de Paola y Rafael, yo ____ porque ____." This prompt helps students develop perspective-taking and critical thinking. Lessons follow a structured routine with clearly defined sections, such as "Phonics Review," "Reading the Decodable," and "Comprehension Extension Activities" sections. The materials pair these sections with embedded side notes that recommend differentiation strategies, including the use of visuals and sentence frames. These instructional approaches enable teachers to deliver lessons effectively while addressing the diverse needs of students.

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, including guided, independent, and collaborative learning, by providing clear teacher guidance and structured lesson components that promote effective implementation. Each lesson plan includes labeled sections such as "Phonics Review," "Reading the Decodable," and "Comprehension Extension Activities." These sections include explicit prompts (such as "Say" questions and optional sentence stems) to guide teacher delivery. For example, the lesson "Un picnic en el parque" begins with whole-group instruction focused on compound words and sentence structure. Students decode and discuss words such as *parque* and *mantel*, then apply the concept during independent practice by constructing written sentences using vocabulary from the text. The lesson also includes opportunities for students to extend their learning through oral discussion and individual written responses, allowing all students to engage in repeated, meaningful practice across instructional settings.

The materials include additional resources and structures to support instructional planning and differentiation. The "Reading Workouts" section provides a weekly menu of engaging phonics-based activities, including "Partner Reading," "Word Building," "Summer Relay," and "Four Steps" activities, all of which align to fluency, vocabulary, comprehension, and multisyllabic word skills. The "Weekly Overview" section specifies which strategies align with each week's target skills. The materials provide teachers with recommendations on organizing instruction into whole group, small group, and individual formats. For example, in the lesson "Agua, aire, y naipes," the teacher introduces vocabulary words in whole-group settings, then supports small groups that need extra practice. Students then complete independent written responses. These supports ensure the consistent and effective delivery of instruction across various formats.

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 materials provide implementation guidance to support teachers in effectively using the materials with state-approved bilingual programs. The *Teacher Edition* includes a dedicated "Implementation Guidance for Bilingual Programs" section. This section outlines instructional strategies that align with the goals of the dual language immersion (DLI) program, including the incorporation of multisensory activities, contextualized vocabulary instruction, and the integration of content area learning. For example, the materials recommend strategies such as teaching vocabulary within the context of decodable texts, reinforcing learning through visual supports, and providing repeated exposure to target words.

The materials include the *Emergent Bilingual Support Guide*, which supports instruction in dual language settings and contains strategies for differentiating instruction based on language proficiency. This guide outlines accommodations and provides practical tools, such as graphic organizers and structured language supports. For example, in the "Phonics Review" section, some lessons include "Cognate Word Review" activities in which teachers compare English and Spanish cognates. These activities promote cross-linguistic transfer and benefit students in bilingual settings.

3.3b – Materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary, increasing comprehension, building background knowledge, and making cross-linguistic connections through oral and written discourse.

The materials include embedded guidance that supports teachers in developing emergent bilingual students' academic vocabulary, comprehension, and background knowledge through oral discourse. The *Emergent Bilingual Support Guide* provides strategies to reinforce vocabulary and enhance

comprehension, including visual aids, open-ended questioning, and real-world examples. For instance, think-pair-share routines and oral summaries encourage students to share ideas verbally, while sentence stems and anchor charts scaffold academic conversations. The guide also emphasizes cross-curricular oral discourse, prompting teachers to explicitly identify connections across subjects, such as science or social studies, to enhance students' critical thinking and vocabulary use. Strategies such as structured oral presentations and read-alouds further help students engage in meaningful, content-rich discussions that promote academic language development.

The materials include embedded supports to help teachers guide written discourse that builds and strengthens emergent bilingual students' academic vocabulary and cross-linguistic connections. The *Emergent Bilingual Support Guide* recommends integrating shared writing, labeling visuals, and using word banks to support students' vocabulary acquisition. To support students' comprehension and idea development, the materials suggest activities such as "Paragraph Frames," "Sharing the Pen," and "Talk Long, Write Long," in which students first verbalize their thoughts with peers before writing out these thoughts. To reinforce cross-linguistic connections, the *Emergent Bilingual Support Guide* instructs teachers to use explicit comparisons between English and students' home languages. The materials provide tips to teachers, including encouraging writing prompts that require cross-curricular thinking, integrating content vocabulary from multiple subjects, and allowing the use of native language for clarification. Cognate reviews and scaffolded sentence frames in lessons support these strategies, helping students transfer knowledge across languages while developing their fluency and content mastery.

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 resources that outline opportunities to address metalinguistic transfer from English to the partner language, particularly for DLI programs. The *Emergent Bilingual Support Guide* offers general strategies for fostering cross-linguistic awareness, including identifying cognates, comparing grammatical structures, and utilizing familiar content to bridge understanding. For example, the guide encourages educators to promote oral discourse in which students reflect on the similarities and differences between English and the partner language, thus deepening students' linguistic understanding. Activities, such as metalinguistic journaling and structured class discussions, help students recognize how English vocabulary or phonics patterns relate to Spanish.

The materials support metalinguistic transfer in written discourse through scaffolding strategies, which the *Emergent Bilingual Support Guide* outlines. The materials provide suggestions to teachers to use shared writing, sentence frames, and word banks to help students connect written structures across languages. For instance, students may reflect on similarities in syntax or spelling when composing in their partner language.

4. Phonics Rule Compliance

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

4.1 Explicit (Direct) and Systematic Phonics Instruction

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

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

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

The materials provide sequenced phonics instruction through the lesson structure. Each lesson follows a structured sequence of phonics skill review and practice. For example, Set 1 begins with foundational phonic skills, such as letter review and the silent *u* (e.g., *que*, *qui*, *gue*, *gui*). Set 2 introduces increasingly complex concepts, including *diéresis* (e.g., *güe*, *güi*), compound words, contrasts, and diacritical accents. This routine allows students to apply sound-symbol correspondence skills within decodable texts, supporting students' reading fluency and spelling accuracy.

The materials include a sequence of skills that aligns with a clearly defined scope and sequence. This sequence of skills increases in complexity from Set 1 through Set 8. Early sets focus on basic phonics concepts, while later sets introduce advanced topics, including diphthongs, hiatus, multisyllabic words, prefixes and suffixes, and syllable stress with graphic accents. Weekly overviews and pacing guides group the lessons by skill focus, enabling teachers to plan instruction that builds on students' prior knowledge. For example, Set 3 focuses on contrasts and diphthongs, while Set 4 transitions into hiatus instruction. Each lesson begins by linking new skills to prior instruction, integrates vocabulary development, and concludes with comprehension extension activities. This design supports students' meaningful application and gradual mastery of phonics skills across reading and writing.

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 materials provide explicit and intentional opportunities for the ongoing practice of phonics skills, both in isolation and within connected texts. Lessons follow a consistent structure with direct modeling, guided practice, and opportunities for independent decoding and encoding. For example, in Set 3, the lesson "Vamos a votar" begins with a phonics review in which the teacher models syllable division using the word *bonito*: "Miren cómo divido esta palabra en sílabas para leerla . . . *bo - ni - to*." Students then

apply the skill independently with the word *aviso*, using the same syllable division routine. The lesson directs teachers to have students read additional decodable words aloud from the "Palabras decodificables" list in various formats. These formats include reading chorally (in turns) or silently, providing multiple modes of practice and feedback.

The materials include intentional phonics instruction through decodable texts to reinforce skills in context. Each decodable text lesson provides background knowledge, vocabulary, and explicit instructions for guided and independent reading. For example, in the lesson "¡Chile, allá vamos!," teachers guide students to read with expression and break down unfamiliar words. Teachers monitor students for understanding while using observation forms for feedback. As students transition from isolated phonics practice to applying phonics in reading decodable texts, they receive ongoing, scaffolded support, including immediate feedback and error-correction strategies that strengthen decoding accuracy and fluency.

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.

The materials provide daily lessons that include explicit phonics instruction with teacher modeling. This inclusion ensures students receive consistent, direct support in developing foundational reading skills. Lessons begin with scripted guidance that models step-by-step decoding and syllable division. For example, in the lesson "El viaje a Nueva York," the teacher explains how to read the word *paraíso* by identifying vowels, dividing the word into syllables (*pa-ra-í-so*), and blending the syllables aloud. In the lesson "El ciclo del agua," the teacher demonstrates decoding the word *celeste*, explains the soft *c* rule, and models syllable segmentation. This structure allows students to observe the phonics skill in action before practicing it independently.

The materials provide daily lessons with explicit and direct instruction, which includes teacher modeling. For instance, in Decodable Plus Set 2, teachers explicitly model words with *güe* (e.g., *gui* versus *güe* and *güi*), reinforcing the pronunciation rule with *diéresis*. The teacher says the following: "Miren cómo divido esta palabra en sílabas para leerla. Primero, busco las vocales. Recuerden que la *e* se queda con la *u* con diéresis en una sola sílaba. Luego, divido la palabra en sílabas: *an-ti-güe-dad*." Such modeling ensures that teachers communicate the concepts and skills to engage student understanding before students perform this work with guidance.

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

The materials provide daily lesson opportunities for explicit, guided phonics instruction with structured teacher support. Lessons include detailed scripts that guide teachers through each step of instruction, such as clapping syllables, segmenting, and encoding. For instance, in the "El viaje a Nueva York" lesson, the teacher models how to encode the word *tenía* by clapping the syllables (*te-ní-a*), drawing syllable lines, and spelling each part aloud. Similarly, in Decodable Plus Set 8, the teacher says the following: "Ahora intenta escribir la palabra *chistosa*." The teacher then guides students through the spelling process, syllable by syllable. Students actively engage with multisyllabic words and apply phonics knowledge in structured routines.

The materials in the daily lessons include built-in tools for immediate and corrective feedback. Each decodable text lesson plan features an "Immediate Feedback and Error Correction" section that provides scripted teacher responses for common reading errors. For example, when a student reads word by word, the teacher says, "Intenta leer las palabras en conjunto en lugar de una por una. Observa cómo lo hago." End-of-lesson scripts provide phrases such as "Buen intento. Mira esta letra . . ." and "¿Qué sonido hace este patrón?" to help students identify and correct errors. These embedded supports help teachers respond to students' needs in real time, reinforcing phonics skills through guided instruction and feedback loops.

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

The materials include daily lessons that offer a variety of collaborative activities for students to practice phonics skills. Each lesson incorporates structured peer interactions, including turn-and-talk routines, group discussions, and choral reading. For example, in the lesson "El viaje a Nueva York," students participate in a group discussion using the following prompt: "¿Cómo describirían la ciudad de Nueva York?" Students then engage in a turn-and-talk: "¿Qué harían si viajaran a Nueva York?" These interactions allow students to apply phonics and comprehension skills while drawing on evidence from the text. The "Cognate Word Review" section also promotes collaboration by prompting students to read and spell words together, either chorally or by taking turns. In Decodable Plus Set 3, students practice reading multisyllabic words with peers during shared reading and guided instruction.

The materials provide opportunities for independent practice, reinforcing students' decoding and encoding skills. For example, in the lesson "El viaje a Nueva York," students decode words from the "Palabras decodificables" list. During the "Phonics Skill Practice" section, students spell the word *vacío* syllable by syllable. In the lesson "La taza de cacao," students apply the syllable division strategy to decode the word *increíble*. High Interest Set 55 also includes lessons involving written responses, which allow students to independently apply the phonics strategies they have learned. Across lessons, students read decodable texts quietly to themselves, complete written responses using sentence stems, and engage in guided spelling tasks. The materials include both collaborative and independent engagement to support students' phonics application in varied learning formats.

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 include cumulative phonics review and practice throughout the curriculum. Each decodable text incorporates a blend of focus skill words, high-frequency words (HFWs), and previously taught phonics patterns. For example, in the lesson "Jaime ahorra," out of 35 total words, eight target the current phonics skill, five are previously taught HFWs, and 22 reinforce earlier phonics skills. The left page of each book highlights the distribution of phonics elements.

The program's pacing systematically integrates cumulative reviews every three weeks. For instance, after introducing the silent *u* in Weeks 1–2 and *diéresis* in Weeks 4–5, the lessons in Week 3 and Week 6 provide structured reviews of these skills. This pattern repeats every nine weeks to support long-term retention.

The materials provide cumulative practice activities through decoding and encoding tasks tied to multiple text sets and supplemental resources. For example, in the lesson "La casa misteriosa" (Decodable Plus Set 7), students decode suffix words such as *lejano* by transforming the base word *lejos*. Additional lesson plans in the grade 3 "Resources" section reinforce the study of suffixes through hands-on activities, such as word building with letter tiles. Prefixes and suffixes first appear in Decodable Plus Set 6 and reappear in High Interest Sets 51–55, exposing students to the same concept multiple times. Lessons such as "Tierra" continue this practice by incorporating the morphological study of previously taught patterns.

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

The materials provide practice opportunities that focus exclusively on phonics skills that were previously and explicitly taught, ensuring alignment between instruction and application. For example, in the lesson "Dos excepcionales gemelas," students decode and spell multisyllabic words with the letters *H*, *K*, *Z*, *Y*, and *X*—skills that the same lesson explicitly introduces. During the "Skill Practice" section, students select two words from the "Palabras decodificables" list, count their letters and syllables, and then spell target words such as *comenzó* one syllable at a time. Similarly, in Set 6, students work with the diminutive

suffixes *-ito/a*, *-cito/a*, and *-illo/a*. Students practice decoding and encoding words such as *despacito*, *rinconcito*, and *abuelita*, which directly reflect the focus skill for that set.

The materials provide practice opportunities that include only phonics skills that have been explicitly taught. Each decodable text lesson begins with a phonics review that activates the specific target skill, leading into guided practice. For instance, the teacher states, "Hoy vamos a leer y escribir palabras multisilábicas con los prefijos *i-*, *im-*, *in-*, y *des-*," introducing the decoding skill. Then, students apply encoding practice by spelling a word such as *incorrecta*. In another example, Set 4 introduces hiatus vowel patterns such as *aí*, *eí*, and *oí*. Students later revisit and practice these same patterns in Set 51. This alignment continues across the curriculum.

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

The materials incorporate the cumulative practice of taught phonics skills through decodable texts that align with the Spanish phonics skills. For example, in the lesson "Quinoa con queso," students review the silent *u* in /que/ and /qui/ through multisyllabic words such as *conquisté*, *exquisite*, and *quinoa*. Similarly, "Jaime ahorra" reinforces new learning on multisyllabic words with accent marks (*acento ortográfico*) while revisiting previously taught hiatus patterns (*aí*, *eí*, *oí*, *á*, *é*, *í*, *ó*). The decodable texts interweave phonics content to promote retention and application, while also reinforcing and integrating previously introduced concepts.

The materials extend this cumulative practice through text sets and additional lessons. For instance, Set 51 introduces diphthongs (*ai*, *ei*, *oi*, *ui*, *ay*, *ey*, *oy*, *uy*) and revisits prefixes (*com-*, *des-*, *pre-*, *re-*, *tele*) taught earlier in Set 3. In Set 7, while students focus on suffixes (*-mente*, *-oso/a*), the texts reinforce diphthong patterns in words such as *misterioso* and *nerviosa*. In the lesson "¡Vamos a votar!," students apply their prior knowledge of the /b/ sound, represented by *B* and *V*, to decode and encode multisyllabic words, building upon students' foundational skills. High Interest Sets 51–55 and additional lessons, such as "Diptongos—Day 1," also provide structured cumulative review through fluency drills and decoding activities, reinforcing both new and previously taught phonics skills in context.

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

The materials include an instructional focus with opportunities to practice phonics skills in isolation before applying such skills in connected text. Each lesson begins with the teacher modeling the target skill using explicit examples and guided routines. For example, in the lesson "Un viaje a Nueva York," the teacher introduces the hiatus with accented syllables (*aí*, *eí*, *oí*, etc.). The teacher models decoding the word *paraíso* by identifying vowels, dividing syllables, and reading the full word. In "Vidas distintas," the teacher models syllable division with the word *caballito* and then guides students to decode *despacito*. Other lessons reinforce skills such as suffixes, prefixes, and diphthongs through isolated word lists and encoding tasks, ensuring students master the phonics concept before transitioning to reading.

The materials include an instructional focus with opportunities for practice in decodable connected texts, providing students with opportunities to apply newly learned phonics skills in reading. Students study suffixes in isolation before encountering them in connected texts. For example, the lesson "Vidas distintas" includes words such as *botecitos*, *tardecitas*, and *pueblito*. In Set 1, students study the silent *u* pattern (*que*, *qui*, *gue*, *gui*) in isolation before applying it while reading "Quinoa con queso." Lessons include a list of aligned words that target the same phonics skill, allowing students to practice the pattern repeatedly. Each five-day lesson plan builds on this instructional focus with explicit instruction, isolated practice, and gradual application in sentences and texts.

4.4 Assessments

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

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

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

The materials include a variety of developmentally appropriate assessment tools designed to measure student progress through diagnostic, formative, and summative assessments. These assessments target key language skills, including decoding, spelling, fluency, and comprehension. For example, summative assessments include oral spelling tasks that gradually increase in complexity, starting with *palabras agudas* (e.g., *emoción*, *colibrí*), moving to *palabras graves* (e.g., *narrador*), and finally moving to *palabras esdrújulas*.

The materials include both formal and informal formative assessments. The materials embed these assessments in day-to-day lessons, providing real-time feedback. In lessons such as "El ciclo del agua," teachers use observation forms and error correction guidance to monitor the decoding of multisyllabic words with /s/ sounds, including those from *S*, *C*, and *Z*. Comprehension activities in lessons such as "El pingüino caluroso" include open-ended questions and sentence frames to scaffold responses. The *Differentiation Guide* also supports instructional adjustments, ensuring assessments are accessible and meaningful for all learners, including multilingual students.

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

The materials include a TEKS-aligned progress monitoring system that systematically tracks students' development of grade-level phonics skills. Tools such as the "Mastery Measure" table, "Phonics Skills" tracker, and "Oral Fluency" tracker assess skills such as *palabras agudas*, *graves*, *esdrújulas*, diphthongs, hiatus, and prefixes and suffixes. These tools include consistent probes, weekly monitoring protocols, and decoding or encoding checklists, which teachers can administer flexibly based on student need.

The *Progress Monitoring Guide* and accompanying appendix provide step-by-step instructions, student handouts, and response records with real and invented multisyllabic words (e.g., *cuailoneta*, *poiluvenza*). These evidence-based tools are designed to help teachers gather accurate data and make informed

instructional decisions to support student growth in phonemic awareness, fluency, vocabulary, and comprehension.

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

The materials provide consistent and structured assessment opportunities that span the entire school year. Teachers can administer progress monitoring tools, such as the "Phonics Knowledge and Fluency Skills" checklist, "Diagnostic (Phonics and Word Knowledge)" graph, and the "Phonics and Word Knowledge Skills" checklist on a biweekly, weekly, or twice-weekly basis, depending on the student's needs. These tools assess recurring skills through 10 aligned probes designed to support ongoing data collection. Additionally, the "Assessment Timetable" resource for grade 3 provides a clear schedule for assessments throughout the year, enabling educators to track progress and adjust instruction accordingly.

The materials include a range of assessments aligned to specific points in the school year, including the beginning, middle, and end of the year. The screener at the beginning of the year establishes baseline data, while the midyear running records and fluency checks reassess skills and inform instructional shifts. End-of-year assessments, along with review assessments and data trackers, help evaluate students' overall growth. Appendix E offers individual lessons for each decodable title in the *Third Grade Spanish Library*, including checks for understanding that align with progress monitoring tools. Summative assessments are administered at the end of each unit or lesson. These assessments aim to measure and report student mastery of phonics skills over time.

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 a comprehensive data-management system and progress monitoring tools that allow educators to group students flexibly and tailor instruction to specific phonics and fluency needs. Teachers use diagnostic assessments and visual graphs to analyze student performance and form groups that target skills such as silent *u*, diphthongs, hiatus, and *palabras agudas*. Data informs Instructional decisions, showing which complex skill a student scored below 50 percent on. Fluency probes further support instructional adjustments by highlighting patterns such as word skipping or misordering words, guiding teachers in effectively adjusting small-group instruction.

The materials include editable tracking sheets and checklists for decoding, encoding, fluency, and comprehension, supporting both teacher- and student-led monitoring. The individual tracking sheets document student performance in decoding, encoding, fluency, and comprehension, enabling teachers to make timely instructional adjustments. The decoding checklist allows teachers to record student names and dates when they master each phonics skill, promoting clear and structured progress monitoring. These tools document student mastery over time and support quick instructional responses.

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

The materials provide comprehensive data-management tools that help teachers track whole-class progress on phonics and word knowledge skills. The materials organize these tools by the TEKS and specific decoding and encoding targets. The tools include editable tracking charts and class summary graphs that allow teachers to record mastery dates, identify patterns, and address unmastered skills. For example, teachers use the "Diagnostic Phonics and Word Knowledge" graph to group students by the most complex skill on which they scored below 50 percent, such as words with a silent *h* or diphthongs.

The materials include instructional supports that guide teachers in using assessment data to inform flexible groupings, reteach key concepts, and provide enrichment opportunities. Tools such as the "Small

Group Reading Observation Form" and the "Spanish Progress Monitoring and Instructional Guidance" sheet prompt teachers to make skill-specific notes and plan next steps in areas such as fluency, decoding, or comprehension. Additionally, the "Growth Outcome Measure" data tracker and class score graphs provide visual aids to monitor trends in reading growth and overall class performance across summative assessments.

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

The materials provide a structured, data-informed system for progress monitoring that adjusts to students' performance levels and instructional needs. Teachers receive guidance on how often to assess students based on their mastery. Students who score below 60 percent are monitored twice a week, those scoring between 61 percent and 80 percent are monitored weekly, and those scoring between 81 percent and 91 percent are monitored biweekly. The materials recommend focusing on one skill per week to avoid cognitive overload and emphasize the importance of regular adjustments to small-group instruction based on ongoing data. As Figure 3.2 and Appendix B show, timetables support flexible scheduling. Teachers can administer assessments weekly, biweekly, or multiple times per week, depending on student needs.

The materials include a weekly schedule to ensure consistent monitoring alongside a broader plan for monthly reviews and parent involvement. Mondays are dedicated to phonics, Wednesdays are dedicated to fluency, and Fridays are dedicated to comprehension. Tools such as the "Mastery Measures" resource and step-by-step progress monitoring guides help teachers track students' skill development and make timely instructional decisions. The materials assess students at appropriate intervals, allowing instruction to remain responsive and targeted to accelerate learning.

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

The materials provide a cohesive, data-driven system for differentiated instruction that supports both immediate intervention and long-term acceleration. Teachers utilize tools such as the "Next Steps: Actionable Instructional Strategies" resource and the *Immediate Feedback and Error Correction Guide* to respond to student needs in real time. These tools address specific skill gaps with targeted techniques such as multisensory phonics activities, decoding scaffolds, and corrective prompts during instruction. The tools help reinforce foundational skills, such as decoding diphthongs or multisyllabic words, while allowing teachers to make instructional adjustments based on ongoing progress monitoring.

The "Tools for Accelerated Learning" resource and the *Differentiation Guide* include structured guidance, aligning strategies to skill level and lesson objectives. These tools include explicit modeling for decoding and morphology, scaffolded instruction for complex phonics patterns, and multimodal extensions, such as QR code-linked phonics videos for at-home reinforcement. Whether students are below, at, or above

grade level, instruction remains responsive, skill-specific, and adaptable to both academic and linguistic needs.

5. Foundational Skills

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

5.B Oral Language

5.B.1 Oral Language Development

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

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

5.B.1a – Materials include explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (e.g., modeling, guided practice, coaching, feedback, and independent practice). (T)

The materials provide explicit and systematic instructional guidance to develop oral language through direct instruction, modeling, guided practice, and structured feedback. For example, in the lesson "Cocodrilos y caimanes," students build oral language by comparing and contrasting the two animals using a graphic organizer and sentence frames. Sentence frames include the following: "Los cocodrilos y los caimanes son similares porque" Teachers model the use of vocabulary, guide students in generating responses using textual evidence, and provide real-time feedback to reinforce vocabulary use and sentence structure. Similarly, in the lesson "La gata genio," teachers model oral language through group discussions and prompt students to use sentence stems such as "Gilda ladró desde dentro de la goma porque . . ." and "Ella abrió una escuela para" These practices enable students to develop precise and coherent oral responses while also supporting differentiation through scaffolds that promote language development.

The materials include systematic instructional guidance to develop oracy, emphasizing structured opportunities for students to practice expressive, coherent, and purposeful speaking. In the lesson "Selvas tropicales," the teacher models how to organize discussion ideas using a graphic organizer. The teacher then prompts students to respond to the following question: "¿Qué detalles proporciona el autor para describir la riqueza de la selva tropical?" This activity supports oracy by guiding students to speak clearly, use evidence from the text, and organize their ideas for effective communication. The materials provide consistent opportunities for students to practice and refine their speaking skills through group discussions, peer sharing, and teacher coaching.

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

The materials include structured opportunities for students to engage in social communication for different purposes and audiences through interactive tasks that promote personal connections and peer dialogue. In the lesson "El ciclo del agua," the turn-and-talk routine prompts students to answer the following questions: "¿Qué pasó al final del cuento? ¿Creen que el agua volverá al ciclo del agua? ¿Por qué sí o por qué no?" Students answer using the following sentence frame: "En la página _____, creo que el agua volverá al ciclo del agua porque _____." The materials thus encourage students to share personal opinions that are supported by textual evidence in a conversational setting. Similarly, in the lesson "Vidas distintas," students express personal preferences in response to the following prompt: "¿Te gustaría vivir en el campo o en la ciudad? ¿Por qué?" Students use newly learned vocabulary in discussions with a peer, the teacher, or the class, reinforcing their social communication through personal connections.

The materials provide explicit support for academic communication by guiding students to use precise language and textual evidence to communicate for a range of purposes and audiences. In the lesson "El viaje a Nueva York," students respond to the following: "¿Cómo describirían la ciudad de Nueva York? ¿Por qué?" Students use the sentence frame "Yo describiría la ciudad de Nueva York como _____ porque _____." The materials thus promote students' use of descriptive language and justification. In "La casa misteriosa" and "En Nicaragua," students explain their opinions and recount events using textual evidence. Students frame their responses with phrases such as "En la página . . ." In the lesson "Selvas tropicales," students analyze informational content and transition from oral discussion to written expression, reinforcing academic communication across contexts. These lessons help students develop clear, coherent responses tailored to educational purposes and diverse audiences, including peers and teachers.

5.B.1c – Materials include authentic opportunities in Spanish for students to listen actively, ask questions, engage in discussion to understand information, and share information and ideas. (S)

The materials include authentic opportunities in Spanish for students to listen actively, ask questions, and engage in discussion to understand information. Lessons provide structured routines such as turn-and-talks and comprehension extension activities. Lessons also provide interactive strategies such as think-pair-share routines that prompt students to listen to their peers, formulate questions, and collaborate on responses. For example, in "¡Esto es para mí!," students prepare for reading by reviewing cognates and vocabulary, which encourages students' attentive listening during the story. Later, students respond to the following question: "¿Cómo cambiaría la historia si sucediera en algún otro lugar?" Students are encouraged to ask questions such as "¿Qué aventuras tuvieron Guido y sus padres con la familia Guevara en Nicaragua?" Similarly, in the lesson "La gata genio," students explain why others

believed the cat was strange, using textual evidence and partner discussion to deepen their understanding. The "Intermediate Reading Workouts" section also promotes listening and questioning with prompts such as "Haga que los estudiantes formulen una pregunta sobre el texto . . ." and "Trabajen juntos para elaborar una posible respuesta." Such prompts reinforce active inquiry and collaborative meaning-making.

The materials include purposeful opportunities in Spanish for students to share information and ideas through discussion. Across lessons, students engage in dialogue using guiding prompts and sentence frames that support the sharing of opinions, reasoning, and text-based responses. In "Jaime ahorra," students respond to the following prompt: "¿Estás de acuerdo/en desacuerdo con las acciones de Jaime? Explica tus motivos." Students cite evidence to support their views. In "Vamos a votar!," students discuss their preferences with the following prompt: "¿Qué color de flores te gustaría plantar y por qué?" This prompt promotes idea sharing and justification. The "La casa misteriosa" lesson includes the following question: "¿Ustedes habrían entrado en la casa misteriosa? ¿Por qué o por qué no?" This question encourages students to express personal reasoning in group discussions. Activities such as "Juego de mímica," in which students act out vocabulary, further support collaborative language use and expression in meaningful, interactive contexts.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.C.2a	All criteria for guidance met.	4/4
5.C.2b	All criteria for guidance met.	2/2
5.C.2c	All criteria for guidance met.	12/12
—	TOTAL	18/18

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

The materials explicitly and systematically introduce letter-sound relationships for decoding in Spanish. The materials follow a logical progression that supports students' foundational reading development. Instruction begins with simpler patterns, such as the silent *u* (*que, qui, gue, gui*) in Set 1. Instruction then advances to more complex features such as *diéresis* (*güe, güi*), *diptongos*, and *hiatos* in subsequent sets. In the lesson "La anguila y el águila," the teacher models decoding by dividing the word *águila* into syllables (*á-gui-la*) and guiding students through the same process with words such as *siguiente*. Lessons such as "Vidas distintas" further support decoding with suffix-based words such as *caballito* and *despacito*, using vocal identification and syllable segmentation. In "La gata genio," the teacher explicitly teaches the soft and strong *G* sounds using words such as *gusano*, helping students connect sound patterns with spelling conventions. This consistent, skill-based progression allows students to apply letter-sound decoding strategies to increasingly complex phonics patterns.

The materials provide explicit and systematic instruction on letter-sound relationships for encoding in Spanish. Each lesson includes explicit modeling of spelling routines that align with encoding instruction. In the lesson "La anguila y el águila," the teacher models encoding the word *persigue* by clapping syllables, writing each segment (*per, si, gue*), and then guiding students through spelling *distinguió* using the same strategy. In the lesson "Vamos a votar," the teacher breaks down the spelling of *favorito* into four syllables and prompts students to write each part, reinforcing the connection between sound and orthography. Similarly, in "Vidas distintas," students encode words with diminutive suffixes, such as *rinconcito* and *abuelita*, by segmenting and writing each syllable. These encoding routines help students internalize letter-sound relationships and build accurate spelling skills through structured, scaffolded practice.

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)

The materials provide explicit teacher guidance in Spanish to address common errors in connecting phonemes to letters within words using structured feedback routines. Each decodable lesson includes an *Immediate Feedback and Error Correction Guide* that equips teachers with precise prompts to correct mistakes as they occur. For instance, if a student reads the word *capa* instead of *capo*, the teacher follows the following script: "¡Estuviste cerca! Leíste el sonido de la vocal /a/ por esta letra . . . Haz el sonido de esta vocal . . . ¿Qué sonido representa esta letra? ¡Genial, intentémoslo de nuevo!" Similarly, if a student confuses voiced and unvoiced sounds (such as reading *tan* for *van*) the materials prompt the teacher to say the following: "Haz el sonido /v/ mientras sientes tu garganta. Sentimos una vibración cuando hacemos el sonido /_/." These immediate corrections help students refine phoneme-grapheme connections by drawing attention to precise articulation, sound-symbol correspondence, and accurate letter identification.

The materials provide explicit teacher guidance in Spanish. The materials focus on connecting phonemes to letters within words and recommend explanatory feedback for students based on common misconceptions. When students confuse vowel sounds in open versus closed syllables (such as reading *beto* for *bate* or *canton* for *cantan*), the materials recommend that teachers model the correct sound and explain it visually and orally. The script reads as follows: "Mira esta vocal. Esta vocal representa el sonido /_/ . . . observa mi boca cuando hago ese sonido . . . mírate en el espejo mientras haces el sonido." Additionally, when students misinterpret letter patterns or overgeneralize phonics rules, the materials encourage corrective prompts such as the following: "Este patrón representa el sonido _____. ¿Qué sonido does this pattern make? Ahora inténtalo de nuevo." These supports clarify misunderstandings and strengthen students' phonological awareness by aligning visual, auditory, and articulatory cues with accurate letter-sound relationships.

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)

The materials include a variety of structured activities and resources in Spanish that help students develop, practice, and reinforce their understanding of applying letter-sound correspondence to decode one-syllable and multisyllabic words in isolation. Tools such as Elkonin boxes, letter tiles, T-charts, and whiteboards provide students with repeated opportunities to segment and blend syllables or individual sounds. For example, the *Differentiation Guide* for Spanish instructs teachers to have students push chips or tap sounds using sound boxes, guiding them to spell one syllable at a time. In the lesson "La anguila y

el águila," the teacher models decoding the word *águila* by dividing it into syllables (*á-gui-la*). Teachers then direct students to practice with the word *siguiente* using the same routine. The materials include additional practice routines in lessons on diphthongs, compound words, hiatus, and four-syllable words, in which students progressively blend each syllable. These instructional strategies support students' foundational decoding skills and ensure cumulative review of previously taught sound-spelling patterns.

The materials provide multiple opportunities for students to develop, practice, and reinforce their understanding of letter-sound correspondence while decoding one-syllable and multisyllabic words within authentic Spanish decodable connected texts. Lessons begin with explicit modeling of target phonics patterns, followed by reading practice in connected texts that apply those same patterns. For example, in the lesson "El ciclo del agua," students learn to decode multisyllabic words with the /s/ sound spelled with an S, C, and Z. After decoding the word *celeste* in isolation, students apply this skill while reading the decodable text "El ciclo del agua." The pacing guide also supports this reinforcement by including cumulative reviews every nine weeks, ensuring that students consistently apply decoding strategies as they encounter more complex patterns in authentic reading materials.

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 materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single-syllable words, as outlined in the Spanish TEKS. The grade 3 *Phonics Program Pacing Guide* begins instruction with foundational skills such as *u silenciosa* (Weeks 1–2) and *dieresis* (Weeks 4–5). For example, in Set 1, "Quinoa con queso," students decode single-syllable words with *que* and *qui*, such as *queso* and *quemá*, using teacher-guided syllable division and pattern identification. In the lesson "La gata genio," the teacher reinforces spelling and pronunciation of one-syllable words with /g/ and /j/ sounds, such as *gato* and *genio*. These lessons consistently employ visual, oral, and kinesthetic routines, such as underlining syllables and segmenting sounds, to ensure students master single-syllable decoding through direct instruction and repeated practice.

The materials follow a systematic sequence to teach grade-level sound-spelling patterns and syllable combinations in multisyllabic words, as outlined in the Spanish TEKS. Lessons increase in complexity by integrating multisyllabic words that include accent placement and common syllable types. In the lesson "Cómico en colaboración," the teacher introduces *palabras agudas multisilábicas*. The teacher models decoding with words such as *cordel*, *papelón*, *café*, and *tamboril*. Students learn to identify stressed syllables, apply accent rules, and read words accurately by breaking them into parts. In another lesson, teachers present words such as *piano*, *tierra*, and *reunión*, guiding students through visual and oral practice using vowel cards and syllable division strategies. This scaffolded instruction supports students in confidently decoding increasingly complex multisyllabic words through structured modeling and repeated practice.

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 (direct) instruction for grade-level sound-spelling patterns through clearly scripted routines and modeling strategies that are embedded in each decodable lesson. For example, in the lesson "El pingüino caluroso," the teacher models how to decode words with the syllables *güe* and *güi* (such as *cigüeña*). The teacher models identifying vowels, dividing each word into syllables, and explaining the use of the *diéresis* to pronounce the *u*. The lesson then guides students to apply the same process to words such as *pingüino*. Similarly, in the lesson "La casa de cacao," teachers introduce vowel combinations such as *ae*, modeling how to decode *aeróbica* using clapping, syllable lines, and targeted repetition. These routines help teachers deliver target phonics instruction in alignment with the Spanish TEKS by explicitly teaching how specific sound-spelling patterns function in context.

The materials include teacher guidance to provide explicit (direct) instruction for encoding grade-level sound-spelling patterns. In the lesson "¡Esto es para mí!," teachers model how to spell the word *ciempiés* by clapping syllables, drawing syllable lines, and spelling each part step by step. The script directs teachers to say the following: "La primera sílaba es *c-i-e-m*. La segunda es *p-i-é-s*." The lesson "Marina se desanima" focuses on prefixes such as *in-*, *im-*, and *des-*. The lesson provides definitions and examples such as *irreal*. Teachers provide the following explicit modeling: "Aplaudo las sílabas: *i-rre-al*." Teachers then spell each syllable. Additional lessons reinforce these routines using regular phonics patterns, supporting students in mastering syllable division and orthographic accuracy. These instructional components guide teachers to explicitly prepare and instruct students in both decoding and encoding grade-level sound-spelling patterns.

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

The materials include a variety of activities and/or resources authentic to Spanish for students to develop and practice grade-level sound-spelling patterns through cumulative review. Lessons incorporate scaffolded phonics instruction, supported by tools such as Spanish letter tiles, Elkonin boxes, and interactive digital slides. For example, the lesson "En Nicaragua" includes a QR code that links to a phonics video routine. In this routine, students listen to the pronunciation of /güe/ and practice saying the sound, reinforcing decoding through auditory modeling. Additional resources, such as the *Spanish Prompting Guide*, provide sentence stems and guided phonemic routines for segmenting and blending sounds, helping students build accuracy and fluency with sound-spelling patterns (including soft *c*, *k*, and *z*) in authentic Spanish contexts.

The materials also include a variety of activities and/or resources authentic to Spanish for students to practice and reinforce grade-level sound-spelling patterns through cumulative review. Lesson plans provide repeated exposure to previously taught patterns using connected texts and word lists that are aligned with sound-spelling objectives. For example, in the lesson "Cocodrilos y caimanes," students engage in spelling practice with morphological rules, transforming *aparecer* into *apariencia* by removing *-er*, inserting *-i*, and adding the suffix *-encia*. Similarly, the "Reading Workouts" section includes a "Racetrack" game, in which students read words with target phonics patterns—such as those with soft *c*, *q*, or *z*—while moving a toy car across a word track. These multisensory activities reinforce sound-spelling patterns and fluency with Spanish phonics in a meaningful and engaging way.

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 and encoding words that include taught syllable correlations in isolation, which builds on previous instruction. For example, the decodable text "¿Dónde estás, Pipo?" supports students with syllables that include *ay*, *ey*, *oy*, and *uy*. The lesson includes a "Phonics Skill Practice" section, which provides a word list to decode words in isolation. The lesson also includes an "Encoding" section for students to write and spell those same syllable patterns. Similarly, the lesson "Palabras de cuatro sílabas" engages students in blending and spelling long words, such as *saltamontes* and *caminata*, using Elkonin boxes and letter tiles, thereby reinforcing syllable segmentation and spelling.

The materials also include a variety of activities and resources in Spanish to support students in decoding and encoding words that include taught syllable correlations in authentic Spanish decodable connected texts. For instance, in the lesson "Palabras compuestas," students decode and encode compound words such as *lavarropas* and *sobremesa* using sentences that integrate previously taught syllable patterns. Students practice identifying target syllables while reading connected texts and apply these syllables during the "Dictado de oraciones" and "Práctica de Lectura" sections. In the lesson "El pingüino caluroso," students review the taught syllables *güe* and *güi* by finding and reading examples in a separate text, reinforcing these syllables' application through real reading contexts.

5.E.2 Decoding and Encoding One-Syllable or Multisyllabic Words including Diphthongs, Hiatus, and Word Types

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.2a	All criteria for guidance met.	2/2
5.E.2b	All criteria for guidance met.	10/10
5.E.2c	All criteria for guidance met.	6/6
5.E.2d	All criteria for guidance met.	8/8
—	TOTAL	26/26

5.E.2a – Materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding and encoding multi-syllabic words depending on syllable stress (*sílaba tónica*), diphthongs, hiatus, the different word types (*agudas*, *graves*, *esdrújulas*, and *sobreesdrújulas*) and accent marks. (PR 2.A.1)

The materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for decoding multisyllabic words depending on syllable stress (*sílaba tónica*), diphthongs, hiatus, the different word types (*agudas*, *graves*, *esdrújulas*, and *sobreesdrújulas*), and accent marks. The "TEKS Correlation Table" lists the progression of decoding standards and links to aligned lesson plans and decodable texts. For example, Set 5, "Los hermanos Rodríguez," provides decoding practice with *palabras graves*, such as *difícil* and *lápiz*, which require stress on the penultimate syllable and an accent mark. Additional resources focus on diphthongs and hiatus combinations such as *úa*, *úe*, and *úo*, using words such as *grúa*, *dúo*, and *actúa*. In the decodable text "Ángela se queda dormida," students decode *palabras esdrújulas* (e.g., *último*), which place stress on the antepenultimate syllable and follow rules for written accents. Instruction begins with simpler syllable structures and gradually introduces more complex word types and accent mark rules, aligning with the TEKS progression.

The materials include a systematic sequence, as outlined in the Spanish language arts TEKS, for encoding multisyllabic words depending on syllable stress (*sílaba tónica*), diphthongs, hiatus, the different word types (*agudas*, *graves*, *esdrújulas*, and *sobreesdrújulas*), and accent marks. Students practice encoding *palabras agudas*, *graves*, and *esdrújulas* through a sequenced set of spelling activities that include targeted word lists and decoding routines. For example, in "La donación de juguetes," students encode multisyllabic words with suffixes and stress on the penultimate syllable, such as *usados*. Additional lessons provide students practice with encoding diphthongs and hiatus patterns using words such as *doy*, *grúa*, and *flúor*. The sequence supports students in developing accurate spelling by gradually applying their knowledge of phonology, morphology, and orthography.

5.E.2b – Materials include teacher guidance to provide explicit (direct) authentic Spanish instruction on syllable division principles to decode and encode multisyllabic words depending on diphthongs, hiatus, syllable stress (sílabo tónica), word type and accent mark rules. (PR 2.A.1) (T)

The materials include teacher guidance to provide explicit (direct) authentic Spanish instruction on syllable division principles to decode multisyllabic words based on diphthongs, hiatus, syllable stress (*sílabo tónica*), word type, and accent mark rules. For example, in the lesson "Hiatos *úa, úe, úo*," the teacher explains that these vowel pairs form separate syllables. The teacher models decoding words such as *actúa* and *dúo*. In "Jaime ahorra," the teacher helps students distinguish meaning and stress by decoding words such as *cuánto*, emphasizing the role of the accent mark. These decoding routines promote accurate pronunciation and fluency by consistently applying syllable division principles.

The materials provide teacher guidance to deliver explicit Spanish instruction for encoding multisyllabic words using diphthongs, hiatus, syllable stress, word types, and accent marks. Teachers model spelling words step by step, reinforcing phonological and orthographic rules. In the lesson "Agua, aire, y naipes," the teacher models encoding *reiterar*, highlighting the diphthong *ei* and guiding students through the word's spelling syllable by syllable. These structured encoding routines help students internalize spelling conventions by consistently applying syllable division and accent mark rules.

5.E.2c – Materials include a variety of activities and/or resources in Spanish for students to develop, practice and reinforce skills to decode and encode multisyllabic words including diphthongs, hiatus, and word types (through cumulative review). (PR 2.A.1 & 2.A.3) (S)

The materials include a variety of activities and resources for students to practice decoding multisyllabic words using knowledge of syllable patterns and syllable division principles, both in isolation and in authentic Spanish decodable connected text that builds on prior instruction. Word lists include multisyllabic words such as *buey, rey, guay, hay, buena, Paraguay, virrey, pueblo, cuenta, cien, and cuatro*, which reinforce previously taught phonics patterns (including *b/v* contrast and *c suave*). Students also decode longer words such as *saltamontes, caminata, caluroso, and palomitas* by applying syllable segmentation and blending strategies. These decoding skills carry over into connected texts that include target multisyllabic words such as *contaminación, hábitat, armoniosa, and atentamente*. Decodable sentences such as "¿La grúa se llevó el auto? ¡Ella actúa muy bien!" allow students to apply hiatus-decoding strategies within meaningful and context-rich formats that reinforce prior instruction.

The materials also include a variety of activities and resources for students to practice encoding multisyllabic words using knowledge of syllable patterns and syllable division principles, both in isolation and in authentic Spanish decodable connected text that builds on prior instruction. In the lesson "El sastre hacendoso," students encode words with suffixes such as *-mente, -oso/a, and -ido/a* by

segmenting and spelling each syllable in words such as *conocido* and *bondadoso*. In "Marina se desanima," students spell words with prefixes such as *i-*, *im-*, *in-*, and *des-* by identifying syllables in words such as *irreal*. Students then write the words sequentially before producing the complete word. Students extend this practice in connected texts containing multisyllabic words such as *irremplazable*, *independiente*, *desconfiaba*, and *imperfecta*. These encoding tasks provide consistent opportunities to apply learned principles in both isolated and decodable connected texts.

5.E.2d – Materials include a variety of activities and/or resources for students to practice decoding and encoding multisyllabic words, using knowledge of syllable patterns and syllable division principles, 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 & 2.A.3) (S)

The materials include a variety of activities and resources for students to practice decoding multisyllabic words using knowledge of syllable patterns and syllable division principles, both in isolation and in authentic Spanish decodable connected text that builds on prior instruction. Word lists include multisyllabic words such as *buey*, *rey*, *guay*, *hay*, *buena*, *Paraguay*, *virrey*, *pueblo*, *cuenta*, *cien*, and *cuatro*, which reinforce previously taught phonics patterns (including *b/v* contrast and *c suave*). Students also decode longer words such as *saltamontes*, *caminata*, *caluroso*, and *palomitas* by applying syllable segmentation and blending strategies. These decoding skills carry over into connected texts that include target multisyllabic words such as *contaminación*, *hábitat*, *armoniosa*, and *atentamente*. Decodable sentences such as "¿La grúa se llevó el auto? ¡Ella actúa muy bien!" allow students to apply hiatus-decoding strategies within meaningful and context-rich formats that reinforce prior instruction.

The materials also include a variety of activities and resources for students to practice encoding multisyllabic words using knowledge of syllable patterns and syllable division principles, both in isolation and in authentic Spanish decodable connected text that builds on prior instruction. In the lesson "El sastre hacendoso," students encode words with suffixes such as *-mente*, *-oso/a*, and *-ido/a* by segmenting and spelling each syllable in words such as *conocido* and *bondadoso*. In "Marina se desanima," students spell words with prefixes such as *i-*, *im-*, *in-*, and *des-* by identifying syllables in words such as *irreal*. Students then write the words sequentially before producing the complete word. Students extend this practice in connected texts containing multisyllabic words such as *irremplazable*, *independiente*, *desconfiaba*, and *imperfecta*. These encoding tasks provide consistent opportunities to apply learned principles in both isolated and decodable connected texts.

5.E.3 Morphological Awareness (1–3)

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

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

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

The materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes, as outlined in the Spanish language arts TEKS. Lessons build from simple to complex patterns and explicitly teach the meaning and function of prefixes and suffixes. For example, lessons in Set 6 introduce the prefixes *des-*, *in-*, *im-*, and *i-*. Teachers guide students to understand how these morphemes change a word's meaning (e.g., *hacer* to *deshacer*, *justo* to *injusto*). Next, students decode and encode words such as *imparable*, *inesperada*, and *desanima* from the decodable text "Marina se desanima." Additional lessons focus on the prefixes *re-* and *des-* using words such as *restablecer*, *desprotegidas*, and *rebuscar*, reinforcing students' morpheme knowledge through structured routines and connected text.

The materials provide grade-level morphemes in a systematic sequence that supports vocabulary and word analysis. For instance, in the lessons "El sastre hacendoso" and "La casa misteriosa," teachers guide students in analyzing how suffixes such as *-mente*, *-oso/a*, *-ido/a*, and *-ción* transform root words (e.g., *bondadoso*, *entristecida*, *exploración*). Students engage in decoding and encoding practice with morpheme-rich words, using routines that include syllable segmentation, word construction, and guided spelling. Each lesson integrates explicit modeling, guided practice, and application in connected text to reinforce morpheme meaning within an authentic and TEKS-aligned Spanish language systematic sequence.

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

The materials include teacher guidance to provide explicit (direct) instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base

words) to support decoding and reading comprehension. For example, in the lesson "Aves zancudas," the teacher introduces the prefixes *des-* and *re-*. The teacher explains their meanings and models how to break down words such as *rebuscar* into smaller parts (*re-bus-car*), supporting students' understanding and decoding skills. Students then apply this process to additional words such as *desprevenidas* and *restablecer*, which can be found in the decodable text. The "Vocabulary Routine" section provides teachers with a structured approach to support students in analyzing word structure by identifying morphemes, underlining affixes, and connecting words to their meaning. This instruction helps students develop their ability to use morphemic knowledge to decode unfamiliar words and comprehend their meaning while reading.

The materials also include teacher guidance to provide explicit (direct) instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to support encoding and reading comprehension. The *Pacing Guide* outlines teacher guidance and a systematic sequence for introducing a range of prefixes and suffixes (including *des-*, *in-*, *re-*, *-mente*, *-ción*, and *-oso/a*) across multiple weeks to support intentional skill development. For instance, in the lesson "Selvas tropicales," the teacher explains how affixes change word meaning. The teacher guides students to encode words such as *impermeable*, *reutilizando*, and *desapareciendo* by identifying and applying the correct morphemes. The teacher then prompts students to write the word, highlight affixes, and use the word in meaningful sentences. Lessons integrate morphemic awareness through decoding, encoding, and comprehension, reinforcing meaning through structured routines and connected applications.

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

The materials include a variety of activities and resources in Spanish that support students in developing and practicing grade-level morphological skills through cumulative review. The program integrates structured review weeks and lessons throughout the year (such as Weeks 3, 6, 9, and beyond) to revisit key morphemes. Lessons introduce and practice affixes and word structure through guided decoding and encoding routines. For example, in the lesson "Prefijos *des-* y *i-*," students build words such as *ilógico* and decode them syllable by syllable, reinforcing the meaning of prefixes. Activities such as "Árboles de palabras raíz" guide students to generate related words from a root. The "Spanish Intermediate Reading" workouts extend practice through interactive routines such as word analysis, word trees, and morpheme-based games.

The materials include a variety of activities and resources in Spanish for students to reinforce grade-level morphological skills, embedding repeated practice opportunities across multiple texts and resources. The "Diminutivos" lesson provides scaffolded practice with the suffixes *-ito/a*, *-cito/a*, and *-illo/a*. This practice occurs through activities that require students to make words and engage in sentence-level choral

reading using words such as *florcita* and *llavecita*. Lessons such as "Tierra" and "Sesión en la cabaña" include morpheme warm-ups and affix decoding practices that connect phonics to vocabulary and comprehension. Additional resources, including affix sorts, word webs, and explicit instruction on concepts such as *acento diacrítico* (e.g., *té* versus *te*), help students apply their morphological understanding across reading and writing tasks.

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

The materials include a variety of activities and resources authentic to Spanish for students to decode words with morphemes in isolation and in authentic Spanish decodable connected text that builds on previous instruction. For example, the "Phonics Skill Practice in Decoding" section provides opportunities for students to decode words with suffixes (*-mente*, *-oso/a*, and *-ido/a*). Students use syllable division strategies (e.g., *a-som-bro-so*) and decodable word lists such as *atentamente*, *grandioso*, and *descosido*. In the lesson "Sesión en la cabaña," the teacher models how to break down words such as *imperfecto* by identifying the prefix *im-* and reading each syllable before blending the whole word. Students then encounter additional morpheme-rich words such as *impresionados*, *resuena*, and *confusión* in the connected decodable text. Similarly, in the lesson "Un notición para Tito," students decode words such as *gustazo* and *flechazo* by identifying the base word and the suffix *-azo* while reading. These decoding activities reinforce previously taught morphemes and support transfer from isolated word recognition to connected reading.

The materials provide a variety of activities and resources authentic to Spanish for students to encode words with morphemes in isolation and in authentic Spanish decodable connected text that builds on previous instruction. The encoding practice with the suffixes *-mente*, *-oso/a*, and *-ido/a* begins with word lists such as *colorido*, *grandioso*, and *descosido*, in which students spell each syllable using modeled guidance. In the lesson "Sufijos," the teacher explicitly introduces the suffixes *-ado/a* and *-ción/sión*. The teacher supports students in building words such as *adornado* and *población* using letter tiles. In the lesson "Manatíes," the teacher models how to encode the word *información* by identifying the base word *informar*, removing the final *-r*, and adding *-ción*, reinforcing how suffixes impact spelling and meaning. These encoding tasks provide structured opportunities for students to apply morphemic knowledge both in isolation and within meaningful, connected Spanish texts.