

Curriculum Associates, LLC

Spanish Phonics, 1

Mosaico, Grade 1

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9781663057884	Print	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Compliant	Flags Addressed	0	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	25 out of 26	96%
2. Progress Monitoring	25 out of 26	96%
3. Supports for All Learners	25 out of 25	100%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	61 out of 67	91%

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	3
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

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

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

The materials include a scope and sequence in the *Guía del maestro* Volumen 1 and 2. The materials include the sequence and scope of concepts taught in the course, outlining the Texas Essential Knowledge and Skills (TEKS) in the resources. They also include a year-long scope and sequence of concepts for literacy instruction in the *Guía del maestro*. The "Secuencia de enseñanza" chart provides a six-unit breakdown where each unit is taught in five weeks. The "Secuencia de enseñanza" chart includes guidance on print awareness, phonological awareness, phonics, word work, spelling, handwriting, vocabulary, and fluency.

The materials include a detailed scope and sequence identifying weekly instruction across six *unidades* (units). Each *unidad* is divided into five weeks and outlines specific focus areas, such as concept or skill, letter recognition, phonological awareness, phonics, and handwriting, while these outlines support intentional instructional planning and ensure foundational literacy skill progression.

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 provide weekly implementation for 30 weeks and 36 weeks, offering various instructional calendars. The *Guía del maestro* provides pacing to support effective implementation of the materials, which enables students to gradually build on their knowledge and reinforce foundational concepts with grade-level content and differentiated challenges. For example, it provides differentiation options in the implementation of the routines section in the *Guía del maestro* called "Apoyo a diferentes necesidades de

estudiantes." The options include adding visuals and movement, as well as providing variety in instruction.

The "Plan semanal" for each unidad offers a clear overview of the skills covered in each *sesión* (session). The instructions specify key objectives and foundational skills, such as phonological awareness, letter recognition, phonics, and print concepts. Sesión 5 of each week includes formative assessments tied to that week's instruction. At the top of each plan, suggested instructional time and required materials are also provided to support effective implementation for various instructional 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 explain the connection between learned skills and new ones in the unidad. The material explains the five pillars of reading based on the science of reading. It explains the strategic connection between six domains: concepts of printing, handwriting, phonics, phonemic awareness, word analysis, vocabulary, and fluency, to develop and reinforce reading skills. The material presents a diagram showing the contribution of integrating the six domains to achieve the learning goals.

The materials include an anchor graphic showing learning components in the "Plan semanal" for each week (five weeks for every unidad), which serves as a reference for teachers. The introduction at the beginning of each weekly unidad summarizes the six units' phonological awareness/phonics, unit text, key skills, and themes. The *Guía del maestro* includes weekly pacing within each unidad and explains the connection between unit themes throughout the course.

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

The materials follow a consistent structure across the unidades. Unidades 1–3 focus on listening, learning letters and sounds, and shared reading called "Leamos Juntos." Unidades 4–6 focus on word formation and continued reading, presenting a carefully structured sequence that supports unit internalization.

The *Guía del maestro* suggests how to plan and teach each week. A diagram and a table focusing on the skills in each sesión are evident. The materials include guidance for planning and teaching at the beginning of each unidad, semana (week), and sesión.

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

The materials in the *Biliteracy Implementation Guide for School and District Leaders* offer a section called "Considerations When Planning for Spanish Reading Skills Instruction." Instructional leaders may use this resource section to support teachers. For example, each week, *Mosaico: Fundamentos* follows a five-

session structure that builds systematically to introduce new skills during Sesiones 1–4, and to assess the understanding and application of those skills during Sesión 5. The content in the weekly instructional matrix is designed to serve as a step-by-step guide for planning and prioritizing instructional minutes for sessions.

The materials include guidance for instructional leaders in assisting teachers with implementing the materials as designed. For example, suppose the language allocation in the grade 1 classroom is 80/20. In that case, the weekly schedule, provided in a table, allows for a total of 360 weekly instructional minutes for Spanish and English language arts. Included is a green chart at the top of the "Instructional Priority Matrix," which guides teachers in Spanish literacy instruction. The teachers can plug in the content, and the "Priority Matrix Table" helps them allocate the necessary minutes for the lesson.

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 *Guía del maestro* includes an "Estructura de una unidad" that provides an overview of the weekly skills and the integrated themes, offering a general framework for what will be taught throughout the unidad. The materials include academic vocabulary that will be introduced at the beginning of each unidad. The vocabulary becomes increasingly rigorous as the program progresses. For example, in Unidad 1, words focus on the theme of friendship, while in Unidad 6, the vocabulary relates to the sky, with terms such as *aparecer*. Additionally, words that are transferable to English cognates are marked with an asterisk to support cross-linguistic connections.

The "Plan semanal" gives teachers an overview of previously taught concepts, strategies, and academic vocabulary at the beginning of each unidad. The *Guía del maestro* includes an overview that states the key objectives for each Sesión, such as phonological awareness, letter recognition, and print awareness. For example, in Unidad 6, Semana 1, the student objectives include combining and segmenting syllables, recognizing words, reading with accuracy and fluency, and counting syllables in words.

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 include a progress update letter in Spanish and English, along with a list of at-home activities families can use to support their child's development. These resources are available in both Spanish and English versions. For example, parents are prompted to support a student's learning at home by calling attention to letters and words on signs, logos, and labels in magazines, books, or anywhere children encounter print in their home and community.

The materials include a letter to families in both Spanish and English, stating what will be learned, its importance, and how families can support learning at home. For example, a bulleted list will provide parents with a glimpse of what students learn and why it is essential. Parents can view each week's instruction, which includes phonological awareness to help students hear and play with the sounds that make up words—a critical step in learning to read.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	The materials do not include comprehensive, structured, detailed lesson plans required to meet content standards (aligned to the TEKS).	6/7
1.3b	All criteria for guidance met.	3/3
1.3c	All criteria for guidance met.	1/1
—	TOTAL	10/11

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

The materials include daily objectives in the weekly plan, questions, tasks, materials, and assessments during Sesión 5 of each week. A detailed "Plan semanal" outlines "Rutinas de instrucción," suggested time allocations for each component, a list of required materials, and templates to record individual students' scores. Each daily sesión presents clearly stated learning objectives aligned with the skills to be taught that day. Lessons follow a consistent instructional sequence across all weeks, including the introduction of the skill (Sesión 1), opportunities for guided practice and text application (Sesión 2), introduction or reinforcement of a new or prior skill (Sesión 3), and structured activities for phonics, high-frequency word recognition or "Superpalabras," and cumulative review for students needing additional practice. Although lesson objectives are present, the lesson plans do not explicitly state the content standards or language standards aligned with the TEKS.

The materials include daily objectives in the "Plan semanal," questions, tasks, materials, language to meet language objectives, and assessments during Sesión 5 of each week. The materials use blue text to indicate teacher instructions, and black text to indicate teacher actions. Questions are provided for teachers to ask students. There are also opportunities for students to practice and apply their learning, but there is no evidence of alignment with the TEKS.

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

The materials include a suggested schedule with two options for each lesson component. "Plan semanal" with lesson overviews, suggested timing for each element, and materials necessary to deliver the lesson are included in the materials. For example, the resources required for effective instruction—"Tarjetas de sonido y ortografía" and "Tarjetas de articulación," are listed.

The *Guía del maestro* includes a "Plan semanal" for each unidad and sesión that specifies the suggested instructional time at the beginning of each week. It also lists the materials the teacher will need for each lesson, ensuring efficient planning and delivery of instruction.

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

The materials include cumulative practice at the end of each student's *Cuaderno del estudiante*. Pacing and instructional routines based on student performance on formative and summative assessments are included throughout instruction. The materials offer suggestions on differentiating for students in varying levels of mastery as an extension or enrichment. For example, the suggested time for the small-group teaching section gives teachers tips on using the "Comprobar" in each lesson as a formative assessment and digital resources to support differentiation.

The materials include cumulative practice, and there is guidance with expectations for teachers and/or students on using them. For example, the "Componentes del programa" indicates that the *Cuaderno del estudiante* workbook includes essential daily activities and weekly cumulative review opportunities. These resources are listed as part of the student materials. The program does provide specific guidance on using them for extended practice, such as homework, extension, or enrichment.

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 *Guía del maestro* provides a clear overview of the assessment system in the section titled "Seguimiento constante del progreso de los estudiantes." This section presents a table outlining assessment tools and their intended purposes. The materials include multiple formative assessment options, available in both the *Guía del maestro* and the *Cuaderno del estudiante*. For example, the "Comprobar" section enables teachers to verify student mastery of the lesson objectives. The "Evaluación semanal" directly aligns with the instructional goals of each week. Additionally, the "Rutinas de corrección" serve as a valuable tool for identifying misunderstandings early and providing immediate feedback on decoding and encoding skills. The materials include formative, summative, and diagnostic assessments that vary in types of tasks or questions.

The materials also incorporate the "Evaluación de la unidad," which measures mastery of the specific skills taught throughout the unidad. Formative assessments are embedded in the program and take place every five "Sesiones." The *Guía del maestro* includes whole-class written evaluations, individual reading assessments, and an optional oral evaluation to support ongoing progress monitoring.

The *Guía del maestro* includes summative assessments, such as the "Evaluación semanal" and the "Evaluación de la unidad." Sesión 5 for each week comprises various types of tasks, asking students to identify sounds and letters and write words and sentences. The guide includes formative checks at the end of each session in the "Conceptos de lo impreso" section. Questions and additional practice are included for skills mastery. For example, in Semana 30, Sesión 1, the comprehension checks assess whether students can combine syllables to form words with diphthongs. "Evaluación de la unidad" tests

vary in format with some assessments for the whole group, and others individually. The materials include diagnostic assessments that vary in types of tasks or questions.

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

The *Guía del maestro* includes a table under the section "Posibilidades de evaluación formativa" that explains each assessment tool, including how the assessments are used, and why they are essential. This section also refers to cumulative assessments, called "Evaluaciones de la unidad," and provides guidance on how to implement them effectively.

The *Guía del maestro* includes the section "Cómo funciona Mosaico: Fundamentos Evaluación," which describes the purpose of "Evaluación semanal" as an essential tool for tracking student growth and guiding instructional planning. The "Evaluación semanal" highlights the use of written evaluations and one-on-one reading assessments, and how the results inform teachers' next steps. The guide also explains how other formative tools are used. For example, "Rutinas de corrección" is used to quickly identify specific decoding or comprehension errors, while the "Comprobar" section allows teachers to confirm mastery of targeted objectives.

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

The materials in the *Guía del maestro* offer structured guidance for implementing the "Evaluación semanal" and the "Evaluación de la unidad" to help teachers monitor student learning and plan the next instructional steps. The "Recursos para el maestro" section includes detailed procedures for administering assessments, scoring written responses, and using results to adjust instruction. For example, it provides support for emerging readers through sentence-level comprehension checks during evaluations and includes tracking forms, as well as guidance for each assessment (before, during, and after), and helpful tips for administration and scoring.

The materials provide scripts to ensure the administration of those assessments is consistent and aligned with the learned skills. For example, in Parte 6a of the "Evaluación" assessment, the teacher instructs students to combine syllables, in Parte 6b, to segment syllables, and in Parte 6c, to count syllables.

The *Guía del maestro* provides scripted "Evaluaciones semanales" divided into four parts: a whole-class written assessment, an individual reading assessment, and an optional oral reading evaluation. For example, the "Evaluación de la unidad" follows the same sequence and design as the "Evaluación semanal," maintaining consistency in how assessments are administered throughout the program.

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

The *Guía del maestro* includes formative and summative "Evaluaciones de la unidad" that align with the objectives established for each lesson. Teachers are provided with guidance on when and how to administer these assessments in connection with the weekly instructional goals. The content and skills assessed reflect what has been explicitly taught during instruction. For example, students are evaluated on their understanding of consonant blends during weeks focused on phonics review. The assessments are linked to the lesson and unidad objectives, and which of the specific TEKS for each lesson are explicitly stated within the assessment tools.

Formative checks (end of sesión) and summative assessments (end of each week) are included in the materials. For example, the items are aligned with the daily and weekly objectives as outlined in their instructional matrix, and there is direct mention of which of the TEKS they are aligned to.

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

The materials include formative weekly assessments, asking, for example, to listen and write letters, progressing to listening and writing words, such as "Superpalabras" and sentences. The *Guía del maestro* also includes summative unit assessments which progress from listening and writing syllables to listening and writing words, such as "Superpalabras" and sentences. The guide provides assessments that support instruction, with the TEKS explicitly listed in both the assessment items and teacher instructions.

The materials include "Evaluaciones de la unidad" that offer varying levels of complexity, including writing letter-sound relationships, forming words, reading new texts, and combining, identifying, and segmenting phonemes. The TEKS are listed in the assessment items and teacher instructions.

The *Guía del maestro* provides an assessment at the end of each Unidad, which includes a whole-class writing assessment and an individual reading assessment for each student. The writing assessment consists of two parts: connecting letters to sounds and writing letters. The reading assessment includes three components: identifying letters, reading text aloud, and completing print awareness tasks. The guide offers a detailed blueprint outlining what the teacher should say and do, including optional components. The assessment materials do explicitly identify the specific TEKS being assessed.

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	The materials do not include tools for students to track their own progress and growth.	1/2
—	TOTAL	4/5

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

The *Guía del maestro* provides instructions to guide the teacher in scoring and interpreting the student's performance. The teacher uses the "Pautas de puntuación" to decide when to mark an error as correct. For example, if a student writes *d* instead of *b* but can read the proper sound, then this is not considered an error. This scoring information allows teachers to interpret the student's performance as intended by the materials.

The *Guía del maestro* includes instructional assessments and scoring information, and guidance for interpreting student performance. The "Tiempos sugeridos de enseñanza para grupos pequeños" includes suggestions for teachers on what to do during small-group instruction based on data from formative assessments and the "Evaluación semanal" to differentiate instruction based on student needs.

The *Guía del maestro* instructs teachers to refer to the "Pasos siguientes a la instrucción" to make informed instructional decisions based on student responses. For example, if students make mistakes writing the wrong letter or sound in Parte 1, teachers should compare the error to Parte 2 and Parte 4 and, if a pattern of errors is found, students can be given additional instruction focused on sounds and syllables.

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

The materials in the *Guía del maestro* provide guidance for the use of included tasks and activities that address student performance. For example, under "Pasos siguientes de instrucción para toda la clase," it instructs the teacher to provide further modeling of the content and offer additional practice with visuals when students miswrite a letter or syllable. Teachers give more modeling of content and additional practice using visuals.

The *Guía del maestro* includes tasks and activities to respond to students' performance on the "Evaluación semanal." Each Sesión 5 provides a guide after the "Evaluación semanal." For example, Semana 4, Sesión

5 if students make multiple errors in parts 1–3 of the assessment, they are asked to reread the decodable texts for additional practice.

The *Guía del maestro* provides a "Pasos siguientes a la instrucción" section for teacher guidance on how to respond to student trends after the "Evaluación semanal." For example, in Semana 16, Sesión 5, the materials provide guidance for teachers depending on student responses. If students cannot count the number of syllables in a word, additional practice can be modeled for the students first using visuals and clapping for each syllable, and then giving a new word for independent work.

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

The *Guía del maestro* includes the "Registro de la evaluación semanal/unidad," which helps teachers track student progress over time. The tool is divided by the specific skills assessed weekly, such as encoding sounds and words, writing high-frequency words "Superpalabras," and reading connected text. It includes space to record scores from class assessments, the "Evaluación individual de lectura," and the "Evaluación oral opcional." This progress-tracking sheet allows teachers to monitor growth and identify the skills students need to master throughout the year, but does not include tools for students to track their own progress.

The materials in the *Guía del maestro* have "Registros de evaluación" for teachers to track student progress. Recording sheets are included for teachers to record individual and whole-class assessment data every week and make informed instructional decisions based on the data; however, the materials do not include tools for students to track their own growth or progress.

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 initial pages of the *Guía del maestro's* provide guidance for differentiated instruction and scaffolded lessons for students who have not yet achieved proficiency on the content and skills with sections to model scripts for all lessons. "Tiempos sugeridos de enseñanza para grupos pequeños," suggests small groups based on student performance and the use of "Mi libro de lectura" to practice the phonics skill of the week, high-frequency words, and discussion of themes. For example, "Apoyo a diferentes necesidades de los estudiantes: opciones de diferenciación" includes instructions on using movement, where students take a step when listening to syllables in a word and jump when they hear the stressed syllable.

The materials include teacher guidance for differentiated instruction and scaffolded activities for students who have not yet reached grade-level phonics proficiency in the "Pasos siguientes de instrucción," which presents multiple opportunities to reinforce phonics in isolation and through decoding routines. For example, in the lesson on consonant blends *cl* and *bl* in *Guía del maestro* Semana 17, Sesión 3, the "Comprobar" section guides teachers to adapt instruction for struggling students. Instead of having the students blend the whole word, the teacher prompts them to blend only the syllable that includes the consonant blend (e.g., *cla*, *cle*, *ble*), offering a manageable entry point into the skill. Differentiated instruction is illustrated in the *Guía del maestro* in Semana 2, Sesión 1, under the "Rutina para formar palabras" section. The teacher demonstrates how to combine the syllables *de* and *be* to produce the word *debe*. Students practice under this guidance. However, for struggling students, the teacher uses "Tarjetas de sonido y ortografía" and "Tarjetas de articulación" to reteach the sounds /d/ and /l/. If students still have difficulty decoding words with sounds /d/ and /l/, the teacher repeats the routine for segmenting phonemes.

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 include pre-teaching or embedded supports for unfamiliar vocabulary in the *Guía del maestro*. For example, to explain language variations, the materials support the teacher by providing prompts for the teacher to explain that the word *tiempo* in the reading text "*¿Como son las nubes?*" is related to the word *clima*.

The *Guía del maestro's* Semana 1, Sesiones 1–4 includes pre-teaching or embedded supports for unfamiliar vocabulary and reference text. For example, under "¡Leamos!," teachers are provided with background information on the topics they will be reading about for the week. Teachers are asked to remind students of the "Presentar el tema de la unidad," "Seamos Amigos," and to recall that they have learned about how friends help each other. In the student decodable text "La mariposa pérdida," they will learn how friends help each other to accomplish something. A bullet point is "Palabras de la unidad," which includes words for the unit: *alegre, amigo, ayudar, and compartir*. Another bullet point, "Palabras de la lectura" includes: *museo, pintura, reto, and visita*.

The materials provide structured opportunities to introduce and reinforce key vocabulary prior to reading. For example, in Semana 5, Sesión 1, the *Guía del maestro* includes a "Superpalabras" routine where the teacher introduces high-frequency words such as *está, que, quiero, and ya*, which appear in the decodable text "*Un amigo se muda*." Using the "Tarjetas de superpalabras," the teacher reads the contextual sentence on the back of each card, leads students in pronunciation and guided writing practice, and then prepares the students to identify these words in the upcoming reading. This embedded support helps students understand and apply vocabulary in context.

3.1c – Materials include teacher guidance for differentiated instruction, enrichment, and extension activities for students who have demonstrated proficiency in grade-level content and skills.

The *Guía del maestro* outlines how to structure small-group instruction using four suggested rotations: direct instruction with the teacher, word work, writing, and fluency practice. This guidance helps organize instructional time by student need, and it includes specific recommendations for differentiated instruction or enrichment activities for students who are performing on or above grade level.

The *Guía del maestro* includes a model of guidance for differentiated instruction such as using small-group instruction for targeted practice and review. The section "Flexibilidad en tiempos sugeridos de enseñanza" provides time and rotation schedules to ensure instruction aligns with student needs, such as needing more phonics review or being ready for more fluency practice. Teachers can apply this model throughout the year in their lessons. There is evidence for enrichment or extension activities for students who have demonstrated proficiency in grade-level content and 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.

In the *Guía del maestro*, each sesión includes explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned. For example, in Semana 2, Sesión 1, under the "Fonética" section, the teacher is guided on what to say to students under "Enseñar, Demostrar, Aplicar." Under "Enseñar," the teacher is instructed to explain to students that they will be studying the letters *d* and *l*. The teacher is instructed to use the letter, spelling, and articulation cards to demonstrate the letter *d*. The teacher guides the students to say the name of the image and its corresponding sound and then asks them to repeat. The teacher is instructed to explain to students that the letter *d* is a consonant, representing the /d/ sound. The teacher points at the letter and demonstrates how to say the sound, then repeats this process with the letter *l*.

The "Fonética" section in Semana 2, Sesión 1, includes teacher prompts to guide the students. In the section "Enseñar, demostrar, aplicar," under "Demonstrar," the teacher is guided to write the word *debe* on the board. The teacher then says, "I am going to say the sounds in the word *debe*: /d/ /e/ /b/ /e/." The teacher then says, "Now listen to how I combine the sounds: /deebē/, *debe*. Students repeat the word with me."

The materials include suggested prompts for the teacher to model and explain concepts in the *Guía del maestro*, Semana 22, Sesión 4: Palabras con sílabas abiertas. The teacher models how to decode and write words with last syllables ending in a vowel, such as *sonido*, *llama*, and *peluche*. The teacher asks the students to read each of those words independently to develop automatism. The teacher reads the first sentence in the text, "Algo en el jardín," pointing to each word while reading aloud. After that, the teacher asks the students to choral read, and if the students struggle, the teacher uses the "Tarjetas para formar palabras" to further assist the struggling students.

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

The materials include lessons that follow a sequence with labeled sections such as "Consejo para el maestro, Demostrar, aplicar, comprobar," allowing for structured modeling and student engagement. In

the *Guía del maestro*, Semana 16, Sesión 4, under "Ordenar palabras," the lesson begins with a suggestion to review a previous activity about alphabetical order. The teacher prompts students to recite the alphabet aloud, taking turns one by one. Then, using a scripted example and a word list, the teacher demonstrates how to identify the first letter of each word and how to place the words in alphabetical order on the board. The lesson guides the teacher to work with students who need reinforcement before asking students to practice independently or in pairs using their *Cuaderno del estudiante*.

The materials include teacher guidance and recommendations for facilitation using a variety of instructional approaches. For example, in the *Guía del maestro*, Semana 20, Sesión 3, "Combinación consonántica pr" "Formar palabras," the materials instruct the teacher to think aloud for the students to hear while segmenting the word *sorpesa* into syllables. The students write the dictation of words individually in their *Cuaderno del estudiante* as an exit ticket. Finally, the teacher writes the words on the board, and then the students conduct a peer review.

The materials include teacher guidance and recommendations for effective lesson delivery. For example, in Semana 21 "Mi libro de lectura" "Leamos! Un sonido misterioso," the teacher introduces the theme of the reading text and the characters. The teacher reads aloud the first page, pointing to the words while reading, and instructs the students to do the same. Finally, the teacher asks questions to verify comprehension and clarify errors, promoting an understanding of the skills.

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 include recommended structures such as whole group, small group, and individual practice to support effective implementation. The *Guía del maestro*, in the section titled "Tiempos sugeridos de enseñanza para grupos pequeños," outlines how to structure small-group instruction using 30- to 40-minute blocks with three rotations based on four student groups. One rotation focuses on direct instruction with the teacher, while others include word or letter games, writing practice, and reading and fluency tasks, either independently or in pairs. A fourth rotation includes independent digital work during a 45–75-minute block. These specific examples enable teachers to manage time and structure instruction effectively, meeting the diverse needs of students.

The *Guía del maestro* includes "Flexibilidad en tiempos sugeridos de enseñanza," which guides teachers to instruct a whole group of students when presenting a new skill or when there are similar levels among students, and to teach in small groups when there is more variability in proficiency levels. Teachers can apply this model to each lesson.

The materials support multiple types of practice. In the *Guía del maestro*, Unidad 4, Semana 18, "Combinación consonántica gl," "Formar palabras," the materials instruct the teacher to create a list of words that include *pl* and *gl*. As a whole group, the students finish the list. Additionally, the teacher asks

individual students questions about the meaning of the words and their use in sentences. Finally, the students work in pairs to say the syllables of the "Superpalabras."

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	This guidance is not applicable to the program.	N/A
—	TOTAL	9/9

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

The *Biliteracy Implementation Guide* includes a research-based framework for implementing *Mosaico: Fundamentos* and sustaining biliteracy programs. For example, the section on "Strands of Foundational Skills" provides a description of the skills and instructional implications for English and Spanish, including concepts such as print similarities and differences, where English has more monosyllabic words and Spanish has more multisyllabic words.

The *Guía del maestro* section titled "Como Funciona Mosaico: Fundamentos, Componentes del programa" outlines how each instructional component is used within the bilingual classroom context. This section helps teachers understand how to implement lessons aligned with dual language models by providing structured sequences for phonics, vocabulary, and comprehension. It also highlights key routines, such as "Aprender letras y sonidos" and "Lectura conectada," and includes specific recommendations for scaffolding instruction for emergent bilingual students. This embedded guidance supports teachers in adapting instruction to meet the diverse language proficiency levels in all lessons of the teacher's guide.

The *Guía del maestro* includes implementation guidance for teachers to effectively use materials in the bilingual program. Instructional supports such as cognates and linguistic transfers are incorporated throughout the curriculum lessons. For example, under "Leamos!" in Semana 3, Sesión 4, there is a "Cognados" tip that highlights that the words *botella* and "*bottle*" are part of the same word family, have the same meaning, and are written similarly.

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

In the *Guía del maestro*, throughout the "Sesiones," embedded opportunities for cross-linguistic connections are included. For example, under "¡Leamos!, Leer la Lectura Conectada, Segunda Lectura," there is a section called "Cognados" where teachers are given guidance to tell students that in the text they are reading, there are words that are spelled the same or almost the same in English and Spanish, like *animal* and *plantas*. The teacher explains that in English, the words are "*animal*" and "*plants*."

The *Guía del maestro*, includes learning opportunities for developing academic vocabulary embedded throughout the "Sesiones." For example, under "¡Leamos!, Leer la Lectura Conectada, Segunda Lectura," there is a section called "Cognados," where teachers are given guidance to inform students that in Spanish, the *mantarraya* is also known as a *manta gigante* or *manta raya*. The teacher explains that the name is similar in English: "*manta ray*."

An example is found in Semana 29, Sesión 1: Presentar repaso de combinaciones consonánticas, "Escuchar," "Transferencias," where the teacher reminds the students that as in Spanish, English also has consonant combinations, especially with syllables containing /l/. For example, the teacher explains the words *flower* and *flor*, *glacier* and *glaciar*, and *double* and *doble*.

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.

This guidance is not applicable because the program is not designed for dual language immersion (DLI) programs.

4. Phonics Rule Compliance

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

4.1 Explicit (Direct) and Systematic Phonics Instruction

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

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

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

The materials include the "Mosaico: Fundamentos secuencia de enseñanza," which outlines a clear progression of phonological and phonics development. For example, the sequence begins with recognizing and producing rhymes, progresses to identifying and segmenting phonemes, and later introduces more complex phonics patterns, such as consonant blends like *tr* and *cl*. This structured approach allows teachers to build students' foundational phonics knowledge step by step, following a logical and developmentally appropriate sequence.

The *Guía del maestro* provides systematic and sequenced instruction with research-based science of reading components consisting of foundational skills, including phonological awareness, concepts of print, letter formation, phonics, word analysis, and fluency. The "Secuencia de enseñanza" section provides information and focuses on each component for all 30 weeks. For example, Unidad 2, Semana 10 includes print awareness, which focuses on what a sentence is and recognizing words in a sentence, and phonemic awareness, which focuses on combining consonant and vowel sounds in multisyllabic words.

The materials include systematic and sequenced instruction of phonics skills. In the *Guía del maestro*, the "Plan semanal" consists of a section titled "Enfoque de la fonética," which highlights the phonics focus for each instructional week. For example, in Semana 5, Sesiones 1–4, students learn the letters and sounds of /q/, /z/, /y/, and /w/. This weekly structure provides teachers with a consistent routine to build phonics instruction over time.

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 *Guía del maestro* provides explicit and intentional ongoing opportunities for phonics skills in isolation. Each sesión has teacher-guided routines for phonics skills in isolation, including scripts and guidance for modeling each skill and monitoring student progress. Semana 7, Sesiones 1–2 include activities such as listening to sounds, segmenting phonemes, and forming words. For example, a scripted routine states, "Voy a combinar sonidos y sílabas para decir una palabra. Escuchen los sonidos y sílabas que digo: /a//r//a//ñ//a/ — a-ra-ña."

The *Guía del maestro* provides explicit and intentional opportunities for developing phonics skills in decodable, connected text. For example, Semana 7, Sesión 2 includes decodable stories in "Leamos" that integrate previously taught phonics patterns to solidify skills and fluency, such as words with soft r and high-frequency words. The teacher's script reads, "Pida a los niños que sigan la lectura y lean cada oración a coro después de usted."

The materials include explicit and intentional opportunities for ongoing practice of phonics (sound-symbol correspondence) skills in isolation. In Semana 8, Sesión 1, "Presentar la lección" for whole-group instruction, the "Conciencia fonológica" section includes teacher-guided activities. The "Demostrar" subsection provides step-by-step modeling instructions for sound manipulation, as well as suggested routines for using the "Tarjetas para formar palabras" in both whole-group and independent settings. For example, the teacher models how to blend sounds and syllables to say a word. The teacher says: "Escuchen los sonidos y las sílabas que digo: /a//j//i//t//a/ —a-gi-ta."

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 *Guía del maestro* provides explicit daily phonics lessons with teacher modeling. The "Superpalabras" high-frequency words lessons begin with a teaching section, where the teacher presents the words using the provided cards, recites the words, asks students to repeat them, breaks them down into syllables, and has students write the words in their *Cuaderno del estudiante*.

Daily lessons with consistent routines for teachers to deliver explicit whole-group phonics instruction are included in the materials. Each week follows the same instructional routines, accompanied by teacher scripts, to ensure consistent and efficient instruction. For example, Unidad 1, Semana 5 includes instructions on teaching the letters *q* and *z*. Under the "Enseñar" section, the prompt instructs the teacher to show the sound and articulation card, name the images, recite the sounds, and ask the students to repeat them.

In the *Guía del maestro*, the daily lessons include explicit (direct) phonics instruction with teacher modeling. For example, Semana 1, Sesión 3, when teaching the letters and sounds *t* and *s* in the "Rutina para formar palabras," the teacher writes the word *sano* and then says the sounds. The teacher then blends the sounds, asks students to repeat the word, and then write the word *tema*. Students then say the sounds for each letter and blend them to form the word.

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

The materials provide corrective and immediate feedback through formatted instructions and text, allowing for clear differentiation between scripted teacher responses and potential student responses. For example, the "Sesiones" include feedback under "Comprobar." This section asks teachers to check if students can read with accuracy and natural expression. If they cannot, it guides the teacher to prompt students to identify the text and underline words that start with *r* and to read the first syllable before attempting to read the whole word.

In the *Guía del maestro*, daily lessons include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback. Under "Comprobar," the teacher checks for understanding by asking students if they can combine phonemes to build words with the sounds of /d/ and /l/. If students cannot, the teacher is given guidance to reteach "Rutina para combinar fonemas" using letter chips for each sound to visually combine the sounds.

In the materials, the *Guía del maestro* daily lessons include opportunities for explicit (direct) guided instruction with guidance for immediate and corrective feedback. Under "Comprobar," Semana 2, Sesión 1, the teacher checks for understanding by asking students if they can decode words that contain the letters *d* and *l*. If students cannot, then the teacher is guided to use the "Tarjetas de sonido y ortografía" and the "Tarjetas de articulación" to review individual sounds, such as /d/ and /l/, and the letter cards to build words. If students are still struggling, then teachers are asked to review the "Rutina para separar fonemas."

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

The *Guía del maestro* includes the "Apoyo a diferentes necesidades de los estudiantes" section, which includes reminders for teachers to provide resources that support self-correcting and independent practice. The guide instructs creating a sound wall using the curriculum's sounds, letters, "Tarjetas de sonido y ortografía," and "Tarjetas de articulación" for a self-correction routine during independent work time, allowing students to practice phonics skills independently. Students are also prompted to use the wall as a reference as they work in their *Cuaderno del estudiante*.

The lessons include specific guidance for collaborative work with partners to practice phonics skills. For example, in Semana 2, Sesión 4, the "Rutina para la ortografía" instructs teachers to dictate words for students to practice spelling patterns by having them repeat the word. Students write it in their *Cuaderno del estudiante*, and then the teacher instructs student partners to check each other's work.

The materials include a variety of opportunities for students to practice phonics skills through independent practice. In the *Guía del maestro*, during Semana 4, Sesión 2, under "Practicar y ampliar," the lesson includes a dictation activity using words with the letters *ñ* and *h*. Students write target words on their own to practice applying the letter-sound correspondences introduced earlier in the lesson.

4.3 Ongoing Practice Opportunities

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

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

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

The materials provide cumulative review through independent student tasks. In the "Repaso acumulativo" section at the end of the *Cuaderno del estudiante*, students form words using letters from a provided letter bank, supporting decoding and spelling of familiar patterns.

The *Cuaderno del estudiante* includes a list of the cumulative phonics review activities for Unidades 1–3." The activities include practice exercises aligned with the phonics skills and high-frequency words for each week. For example, the student workbook includes an activity page where students fill in the blanks from a word bank of high-frequency words and are asked to write sentences with words and an *r/rr* word, aligning with the Semana 3 objectives.

The materials include systematic routines to revisit and reinforce phonics skills. For example, in the *Guía del maestro*, during Semana 12, Sesión 4, in the lesson on the digraph *ch*, the "Plan semanal" guides the teacher to review suffixes used to express diminutives, reinforcing morphological patterns taught in previous lessons.

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

The materials provide practice opportunities that align with previously taught phonics skills. For example, in the *Cuaderno del estudiante*, the final section includes a weekly cumulative review, "Repaso acumulativo," where students form words using a given letter bank, helping reinforce previously introduced phonics patterns in a scaffolded, independent activity.

The materials in the *Guía del maestro* provide practice opportunities for students that include only phonics skills that have been explicitly taught. For example, in Semana 2, Sesión 2: Letra y sonido de *d*, *l*, students are allowed to read connected texts with *d* and *l* in the text "Mis amigos me ayudan."

The materials provide practice opportunities that align with previously taught phonics skills. For example, in Semana 14, Sesión 3, under the lesson on consonant blends *br* and *tr*, students review and contrast

word pairs such as *breve* vs. *bebé*, and *trepo* vs. *trepó*, reinforcing prior skills and applying new phonics learning through comparison.

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

The *Guía del maestro* lessons provide practice opportunities that include decodable texts, incorporating cumulative practice of taught phonics skills. For example, in Unidad 1, Semana 2, if students are learning the letter and sound for *n* and *f*, they will read a decodable text with *n* and *f* called "La T de los amigos."

The *Guía del maestro* provides a script for teachers to incorporate cumulative practice of taught phonics skills. For example, the "Leer la Lectura conectada" section includes a model and teach part that instructs teachers to remind students that they are practicing words that start with *r* and to write examples from the text, such as *ricos* and *Ramona* in Semana 11, Sesión 2. The materials then provide guidance to assign repeated readings during independent practice with the same decodable text to build fluency and automaticity.

The *Cuaderno del estudiante* includes weekly decodable text aligned to phonics skills. The text consists of words that follow the phonics pattern, along with a list of high-frequency words taught during the week. For example, Semana 17, Sesión 2 provides students with a text that focuses on words with *bl* and *cl* and has the high-frequency words listed above the text: *lugar*, *mamá*, *papá*, and *parqué*.

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

The *Guía del maestro* materials provide detailed instructional guidance to offer opportunities for practice with decodable text. For example, the section "Leer la Lectura conectada" in Semana 1, Sesión 2, provides scripted guidance on how to ask students to choral read, emphasizing the high-frequency words of the week and words with *m* and *p*. After choral reading, students read independently to build automaticity.

The materials offer regular opportunities for students to practice phonics skills independently as part of their weekly routines. For example, in the *Guía del maestro*, Semana 6, Sesión 1, after explicit instruction on the letter-sound correspondence for */x/*, the teacher blends the sounds */e//x//i//t//o/* to form the word *éxito*. Students then practice segmenting the word *anexo* into syllables (*a-ne-xo*) and identify the target sound. The teacher continues with a dictation of words that include */x/* to reinforce the skill. This type of isolated phonics practice is embedded in all the weekly lessons.

The materials provide detailed instructional guidance to offer opportunities to practice in isolation. For example, in Semana 8, Sesión 1, the section "Combinar fonemas y sílabas" includes a teacher tip to inform students that in Spanish, the letter *g* makes the sound */j/* only when it comes before the vowels *i* and *e*. The "Rutinas de instrucción" then provides explicit modeling and opportunities for practice, such

as listening to the sounds /j//i//r//o/ and asking students to form the word *giro*. A list of four words is provided in the script.

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 *Guía del maestro* "Evaluación de la unidad" provides a variety of developmentally appropriate assessment tools, including letter-sound relationships, writing letters, identifying letters, reading individually, combining letters, identifying phonemes, and segmenting phonemes.

The *Cuaderno del estudiante* includes the "Evaluación semanal" that is appropriate in length and developmentally sound for students. For example, the *Cuaderno del estudiante* pages ask students to listen and write six letters, listen and write six words, listen and write four high-frequency common words, and listen and write two sentences.

The materials include two key assessment tools: "Evaluación escrita de toda la clase" and "Evaluación individual de lectura." The written assessment is divided into two parts: Part 1–Sound spelling and Part 2–Word spelling. For example, in Semana 8, students are assessed on letter identification and their corresponding sounds, followed by encoding uppercase and lowercase letters. The individual reading assessment focuses on decoding words with CVC and VCV patterns, showing a developmentally appropriate progression that begins with simpler tasks and gradually increases in complexity throughout the year.

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

The materials include progress monitoring tools in the *Guía del maestro*, which provides a chart with phonemes and the sounds they represent as a tool. For example, the materials include the "Registro de evaluación semanal," as a tool to track student progress. The materials include progress monitoring tools that systematically and accurately measure students' acquisition of grade-level phonics skills.

The *Guía del maestro* provides recording sheets for both whole-group and individual assessments. The recording sheets have a section for errors, points given, and the overall learning targets for each week.

For example, the sheets include recording sections for whole-group written assessments, individual reading assessments, and an optional decoding assessment.

The *Guía del maestro* includes summative assessments designed to evaluate the content of Unidad 3. The materials include formative assessments designed to progress from simpler to more complex tasks. For example, there is a "Comprobar" assessment tool to check understanding and verify that students can combine the phonemes /mp/ in oral language to form words with *m* and *p* and provide suggestions on how to proceed if not.

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

The *Cuaderno del estudiante* provides assessment pages for students to complete during the whole-group assessment at the end of each week (Sesión 5). These assessments align with the objectives practiced and reinforced throughout the week. For example, at the end of Unidad 1, Semana 3, students record their responses in sections such as listen and write the letters, listen and write the words, listen and write the high-frequency "Superpalabras," and listen and write the sentences. These tasks align with the progress monitoring recording sheets included in the *Guía del maestro*.

The *Guía del maestro* includes the "Evaluación semanal" that follows a consistent format. These assessments focus on decoding sounds and words, writing "Superpalabras," and reading connected text. The guide also features a "Pasos siguientes de instrucción" section, which outlines differentiated strategies for students who require additional support. This section provides a structured framework for teachers to use in making instructional decisions.

The "Evaluación de la unidad" occurs every five weeks and mirrors the structure of the "Evaluación semanal." It includes tasks such as sound and word encoding, practice with "Superpalabras," and individual reading evaluations. This consistency supports ongoing monitoring of student progress throughout the school year.

4.5 Progress Monitoring and Student Support

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

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

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

The materials include data-management tools for tracking individual student progress, enabling the making of appropriate instructional decisions to accelerate instruction. For example, the assessment at the end of each unidad informs the teacher of the progress of each student and any patterns of errors. The *Guía del maestro* includes data-management tools for tracking individual student progress. The teacher listens to a particular student read while the others work silently on other activities. The teacher records errors to identify if there are patterns or misconceptions.

The *Guía del maestro* includes "Pasos siguientes para instrucción para la clase," which outlines the actions teachers should take based on student performance on the assessments. For example, the chart indicates that if students make errors when encoding written letters, they require additional instruction on sounds and syllables.

The *Guía del maestro* provides a quick assessment under "Comprobar" to track student progress and make instructional decisions to accelerate instruction. For example, students are asked if they can produce alliteration. Students are then asked if they can decode words with *n* and *f*.

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

The materials include data-management tools in the "Tiempos sugeridos de enseñanza para grupos pequeños," which provide specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. Teachers are guided to form small groups, allowing them to differentiate instruction based on data obtained from formative evaluations. Teachers are provided with examples of 30- to 45-minute sessions for small groups.

The *Guía del maestro* includes a data tracking sheet for whole-class students' records, allowing for the analysis of patterns and trends and informed instructional decisions. The sheet consists of writing

assessment parts 1–4, breaking down the tasks into encoding sounds and syllables, encoding words, writing high-frequency words, and writing new text.

The *Guía del maestro* includes the "Registro de evaluación semanal/unidad," a chart that helps teachers track how the class is performing in spelling, encoding "Superpalabras," and applying letter-sound knowledge. Teachers can analyze this data to identify common learning gaps across the group and make instructional decisions accordingly.

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

The materials include guidance on the frequency of monitoring student progress. The "Plan semanal" designates Sesión 5 for assessment and reteaching. Teachers are guided to use the "Repaso acumulativo" from the *Cuaderno del estudiante* if students need more practice before or after the "Evaluación escrita de toda la clase."

The materials include guidance on adjusting the frequency of progress monitoring according to student needs. The *Guía del maestro* includes "Flexibilidad en tiempos sugeridos de enseñanza," which recommends adapting small-group instruction schedules. The teacher guide notes that teachers should meet more frequently with students who require reteaching to reinforce specific skills.

The *Guía del maestro* provides guidance on the frequency of progress monitoring through small-group suggestions and time for intervention. For example, the section "Flexibilidad en tiempos sugeridos para grupos pequeños" provides a weekly schedule and suggestions on how to adjust the schedule to teach whole and small groups based on student data.

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

The *Guía del maestro* includes guidance under "Pasos siguientes de instrucción" after both the "Evaluación escrita de toda la clase" and the "Evaluación individual de lectura" have been completed. These suggestions inform teachers on how to handle instances where students skip one or two items in a specific category, directing them to follow next-step instructional recommendations. This guidance helps teachers adjust instruction based on the "Evaluación semanal" and the "Evaluación de la unidad" data.

The *Cuaderno del estudiante* includes a "Repaso acumulativo" section that can be assigned before or after the "Evaluación escrita de toda la clase." This structured review provides students with additional practice and helps reinforce key skills aligned to the assessment, supporting continued growth toward mastery.

The materials offer guidance on how to accelerate learning based on progress monitoring data, enabling students to achieve mastery of specific concepts. It provides guidance on how to accelerate learning with struggling students. For example, if in the progress monitoring, the students struggle to segment words

with syllables that contain a *hiato* where there is an accent on the letter *u* as in *grúa* or *acentúa*, the teacher should administer a different test.

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 *Guía del maestro*, under "Conciencia fonológica, contar sílabas," for example, the "Rutina para contar sílabas" prompts the teacher to demonstrate by saying the following: "'I'm going to count the syllables for the word *página*. *Página* has three syllables: *pá-gi-na*. Clap for each syllable in the word.' Ask students to repeat the word with you and then have them say it syllable by syllable, clapping their hands for each syllable." Then, under "Aplicar," the students apply the routine they just learned. The teacher tells the students, "Listen to the word: *dirige*. Clap for each syllable you hear in the word: *di-ri-ge*." The teacher asks students how many syllables are in the word *dirige* and repeats "Three syllables: *di-ri-ge*." Students continue with the words: *gemelo*, *vigilo*, *ligero*, *erizo*, *elegida*, and *para*, and this guidance promotes the development of oral language and oracy through a variety of methods.

The *Guía del maestro*, for example, in Unidad 2, provides detailed instructions for teachers to encourage students to make predictions using the images in the *Cuaderno del estudiante*. The guidance also offers sentence frames for students to develop their oral language in pairs and whole-group discussions. An example of the sentence frame states, "*Creo que este texto habla de ____ porque ____*." This guidance on developing oral language and oracy through various methods is present in the materials.

In the *Guía del maestro*, Unidad 3, Semana 11, in the "Enseñar" section, the teacher is guided to prompt discussion with open-ended questions about the theme. The teacher walks around the room as students discuss in pairs and then introduces a sentence frame to support their oral expression. In "Demostrar," the teacher writes and models the use of a sentence frame: "*Quiero leer este texto porque ____*." Next, under the section "Aplicar," students use the sentence frame to express their interest in the text during a partner discussion. This promotes the development of oracy through various methods.

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

The materials include opportunities for students to engage in social communication for different purposes. Unidad 1, Semana 1, under the section "Introducir la unidad: Somos amigos," the teacher supports social communication by prompting students to make personal connections to the unit theme using a page of the *Cuaderno del estudiante*. The teacher introduces the essential question with "¿Cómo hacen nuevos amigos? ¿Cómo pueden ser buenos amigos para los demás?" and invites students to reflect and respond in pairs or as a group. Students express their interests and intentions for reading, engaging in purposeful social communication about friendship and collaboration.

The *Guía del maestro* includes opportunities for students to engage in academic communication for different purposes and audiences. For example, the materials provide a summary at the end of Unidad 2 to review academic vocabulary and make connections with the themes, offering words such as *arte*, *crear*, *idea*, and *música*, and allowing students to discuss their ideas.

The materials include opportunities to engage in communication for different purposes. In Semana 23, Sesión 4, there is a section for students to make connections to the topic and themselves. The teacher asks the students questions such as "¿Qué otras historias les recuerda esta lectura? ¿En qué se parecen todos los personajes de los cuentos de esta semana?" The *Guía del maestro* provides instructions for students to engage in communication with the teacher and peers before reading, offering students opportunities to participate in academic communication for various purposes and audiences.

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

In the *Guía del maestro*, Unidad 2, Semana 6, Sesiones 1–2, "Leamos," "Una ensalada de todo" under "Presentar," the teacher revisits the "*tema de la unidad*" and weekly focus. Students preview the book while the teacher provides contextual information such as: "*Se pueden hacer ensaladas con alimentos que no sean verduras, como pollo, carne o pasta.*" Then, the teacher sets a purpose for reading by asking the students "*¿Cómo descubrir qué tal resulta la cena?*" This supports active listening as students focus on understanding the text's purpose and details.

The materials include opportunities in Spanish for students to listen actively, ask questions, engage in discussions to understand information, and share information and ideas. At the end of each Unidad, there is a summary where teachers guide and encourage students to make connections and use the concepts and vocabulary. For example, at the end of Unidad 3, there is a "Tema de la unidad" section that provides sentence frames to use for students to discuss what they learned, such as "A los ____ les gusta ____." This review supports students actively listening and engaging in discussions to share information and ideas.

In the *Guía del maestro*, Semana 15, Sesión 3, under "Fomentar la lectura," after reading "¿A qué se parece este pez?", the teacher prompts students to work in pairs to discuss how each fish behaves. Students use vocabulary from the text and gestures to describe their favorite fish. They then reread the book in pairs and share their favorite part using sentence frames such as: "*Mi parte favorita es cuando__.*" The teacher leads a whole-group discussion, where students build understanding by listening to and responding to one another's ideas.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

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

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

The materials explicitly and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. Students are taught the letter and sound of a letter, and then taught a routine to build words with those letters. For example, in *Semana 1, Sesión 1* under "Fonética, Letra y sonido de m, p," the teacher will teach the sounds of the letters *m* and *p*, using the "Tarjetas de sonido y ortografía" and the "Tarjetas de articulación." The teacher says the name of the image, the sound, and then asks students to repeat it. The teacher points to and models how to say the sound for /m/, and then repeats it for /p/. Then, under "Demostrar," the teacher writes the word, says the syllables, and combines them to form the word *peso*.

In *Semana 9, Sesión 4*, under "Rutina para la ortografía," the teacher dictates syllables and words such as *reduce*, *decena*, and *dice*. The teacher models how to stretch the sounds and writes the words syllable by syllable. Students apply their knowledge of letter-sound correspondence to encode the words in their *Cuaderno del estudiante*.

In the *Guía del maestro*, *Semana 10, Sesión 3*, under "Formar palabras: Letra g /g/ en sílabas gue, gui," the teacher introduces the sound of the letter *g* when followed by *u*. Using the "Tarjetas de sonido y ortografía" and "Tarjetas de articulación," the teacher pronounces each syllable and asks students to repeat. Then the teacher says, "*Voy a decir las sílabas de la palabra seguirá—se-gui-rá.*" The students blend syllables and practice decoding additional words, such as *seguido*, *juguete*, and *hoguera*, during whole-group instruction.

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 include teacher guidance to provide explicit instruction in Spanish, focusing on connecting phonemes to letters and words, with recommended explanatory feedback for students based on common errors and misconceptions. For instance, in *Semana 1, Sesión 2* under "Combinar fonemas, Aplicar," students are asked to combine the sounds to form the word *pita*. In "Escuchar los sonidos," the teacher tells the students to think of a word with the sounds /p//i//t//a/. Then in "Combinar los sonidos," the teacher tells the students that they are now going to combine the sounds to say /piitaa/ to determine the word *pita*. Students continue with the routine to form the following words: *paga, mima, tapo, mil, and pan*. The teacher corrects any errors.

In the *Guía del maestro*, *Semana 4, Sesión 3*, under "Formar palabras: Letra c /k/ y la letra g /g/ en sílabas ca, co," the teacher explains that c represents the /k/ sound in syllables such as *ca, co, and cu*. The teacher adds that in the syllables *ce* and *ci*, the c has a different sound that will be introduced later. The same clarification is provided for the letter g. The teacher says, "*Vamos a leer la palabra capa*," and models syllable segmentation and blending. Students then practice reading and writing words such as *aca, foca, and eco*. The *Guía del maestro* also includes a "Rutina de corrección" that supports the teacher in identifying and addressing common decoding errors and provides strategies to help students self-correct.

In the *Guía del maestro*, *Semana 27, Sesión 2*, under the section "Análisis de palabras: Repaso de género," the teacher is guided to remind students that, in general, words ending in *o* are masculine and those ending in *a* are feminine. The teacher clarifies that there are exceptions to this rule, using examples like *fuego* to model how meaning, and not just the final letter, determines gender. The teacher asks the students "¿Qué palabra me falta en la siguiente oración: el o la? Con agua puedo apagar ___ fuego." Students practice by circling words such as *pensamiento, rueda, and tierra*, and choosing the correct article. The *Guía del maestro* also recommends strategies under the "Rutina de corrección" to guide students when they misapply sound-symbol or grammar rules and to support self-correction through reflection and feedback.

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 activities to practice letter-sound correspondence. In the *Cuaderno del estudiante*, *Semana 15, Sesión 4*, students complete an activity using "Superpalabras" from the current

and previous week, such as *antes*, *desde*, and *mismo*. They read the words aloud and then fill in blanks to complete a short story, reinforcing decoding through independent word practice.

The *Guía del maestro* includes activities for students to develop, practice, and reinforce decoding words. In Semana 16, Sesión 2 under "Leer la Lectura conectada, Aplicar," the teacher asks students to reread the text, paying attention to words with syllables that end in *n*, such as *encantan* or *contento*. The teacher then provides support and corrective feedback while walking around the room. The *Cuaderno del estudiante*, for example, in the Semana 2, Sesión 1 page features activities where students must form words using eight letters to match the four images on the page, such as *dedo*, *lata*, and *luna*. The sounds are reviewed from the previous week's lessons and the current lesson.

The materials include resources to support in applying letter-sound correspondence to decode one-syllable and multisyllable words in isolation. In the *Guía del maestro*, Semana 20, Sesión 2, under "Formar palabras," the teacher uses "Tarjetas para formar palabras" and demonstrates how to form the word *centro*, blending each syllable. Then, the teacher models the words *litro*, *Pedro*, and *madrugar*, emphasizing the consonant blends *tr* and *dr*. Students repeat and blend the syllables, supporting early decoding fluency.

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–1)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.1a	All criteria for guidance met.	2/2
5.D.1b	This guidance is not applicable to the program.	N/A
5.D.1c	The materials do not include explicit (direct) instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common errors.	1/2
5.D.1d	All criteria for guidance met.	4/4
—	TOTAL	7/8

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

The materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities that begin with simple skills and larger units of sound and gradually transition to more complex skills and smaller units of sound. The *Guía del maestro* includes a routine in Unidad 2, Semana 7, Sesión 3 for simple phonological routines, such as the soft /r/ sound in medial and final positions: *pare*, *mira*, and *arena*. In Unidad 4, Semana 18, Sesión 4, there is a more complex phonological awareness routine to recognize the stressed syllable in words, such as *glacial* /cial/ and *jungla* /jun/. This shows progression from simpler to complex skills.

The Cuaderno del estudiante in Semana 3, Sesión 2 includes a *Cuaderno del estudiante* page with six partial words and images, where students complete the words by adding syllables *os* or *as* to form a complete word, such as *joy_* = *joyas*. Also, Semana 19, Sesión 4 includes a student workbook page where students read four sentences and add the prefix *des-* to four words in a word bank: *abotonar*, *inflar*, *colgar*, and *ordena*. Students complete the blanks in the sentences. This indicates that skill development progresses from simple to more complex phonological awareness because the materials include a systematic and authentic Spanish sequence for introducing phonological awareness activities that begin with simple skills and larger units of sound and gradually transition to more complex skills and smaller units of sound.

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

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

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

The materials include explicit (direct) instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on misconceptions. In the *Guía del maestro*, Semana 15, Sesión 1, under "Conciencia fonológica: Combinar sílabas," the teacher guides students to listen to syllables and to blend them to form words, such as *es-pi-na* (*espina*), *a-dul-to* (*adulto*), and *re-vis-ta* (*revista*). If students struggle to blend syllables into words with closed syllables, the "Comprobar" section suggests providing additional examples, inviting students to blend syllables aloud with the teacher, and encouraging them to repeat the word slightly faster. The materials do not include explanatory feedback for students based on common errors.

The *Guía del maestro* includes explicit instruction authentic to Spanish for teaching phonological awareness skills with explanatory feedback for students based on common misconceptions. For example, in Semana 18, Sesión 1, there is a "Comprobar" section that includes explanatory feedback for students who cannot combine syllables to form a word with the phonemes /p/ and /t/. The teacher's script states "combine las sílabas lentamente exagerando la vocalización de aquellas con *p* y *t*." During every phonological awareness routine, there is a teacher reminder to correct students' misconceptions. The materials do not include explanatory feedback for students based on common errors.

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

The materials offer students opportunities to practice phonological awareness through structured oral routines. In the *Guía del maestro*, Semana 24, Sesión 1, under "Conciencia fonológica: Combinar y agregar sílabas," the teacher models how to add syllables orally to form new words. For example, the teacher says: "Voy a agregar -blo al final de esta. ¿Qué palabra formo?" Students listen to the prompt, mentally add the syllable, and respond with the new word *establo*. The teacher repeats the process with other syllables, providing guided practice in syllable combination. This sequence allows students to manipulate

syllables in a scaffolded oral setting, and the materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce phonological awareness skills.

The materials include phonological awareness activities that are completed orally with the teacher. The guidance in the *Guía del maestro* suggests that students use their hands or body during the lesson, such as in the "Comprobar" section in Semana 29, Sesión 1 for students who cannot form words with consonants: "Haga puntos en el aire con su mano al decir cada sílaba de la palabra. Pida a los niños que repitan despues de usted." The materials include a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce phonological awareness skills.

5.D.2 Phonemic Awareness (K–1)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.2a	All criteria for guidance met.	3/3
5.D.2b	The materials do not include explicit (direct) instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors.	1/2
5.D.2c	All criteria for guidance met.	2/2
5.D.2d	All criteria for guidance met.	3/3
—	TOTAL	9/10

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

The *Cuaderno del estudiante* includes phonemic awareness activities with a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begins with identifying, blending, and segmenting phonemes, and transitions to blending the phonemes into syllables and gradually to more complex manipulation practices, such as adding, deleting, and substituting syllables. In the *Cuaderno del estudiante* for Semana 2, Sesión 3, there is an activity with four images for students to apply simple phonemic awareness skills, such as "Escribe n o f para completar cada palabra." In the *Cuaderno del estudiante*, Semana 21, Sesión 1, there is a more complex activity where students combine syllables to form new words and circle the accented word, such as i-man = (*imán*) and lam-para = (*lámpara*).

The *Guía del maestro* includes in Semana 2, Sesión 1 resources and activities early in the year for students to isolate the individual phonemes in words by initial, medial, and/or final sounds: "¿Cuáles son los sonidos de la palabra lago? /l/ /a/ /g/ /o/. ¡Ahora es tu turno! ¿Cuáles son los sonidos de la palabra da? /d/ /a/." In Semana 30, Sesión 4, lessons include activities for students to delete syllables to form new words. The teacher says, "Voy a quitar una sílaba de una palabra para decir una palabra nueva. Voy a quitar el día del final de comedia. Al quitar el día del final de comedia, la palabra nueva es come." This illustrates the progression from simple to more complex phonemic awareness skills. The routines are systematically repeated across unidades and sesiones.

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

The *Guía del maestro* includes explicit (direct) instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common misconceptions. For example, in "Pasos siguientes a la instrucción" for Semana 7, Sesión 5, there is teacher guidance in case students are not yet able to count the syllables in a word. Students write words out, such as *morena*, *semáforo*, and *mora*, and model how to separate them into syllables and clap for each syllable. There is an instruction for students to repeat with the teacher's guidance and then try independently.

The materials do include explicit (direct) instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common misconceptions. For example, in a substitution activity in the *Guía del maestro* Semana 22, Sesión 2, the materials direct teachers to say, "¿Qué palabra nueva se forma al cambiar te por ba en tomate? – tomaba." There is no guidance on what teachers can say to students who make common errors beyond simply correcting the mistakes.

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

The materials include explicit (direct) guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding. For example, "Formar palabras" is part of the teacher-facing sections where the teacher presents letters/sounds and guides students to form words. In Semana 6, Sesión 4 of the *Guía del maestro*, the materials instruct the teacher to say, "La palabra es Ximena. Voy a pensar en las sílabas que escucho en la palabra Ximena. Primero, digo la palabra lentamente: Ximena. Luego, pienso que en la primera sílaba que escucho: Xi—¿Qué sonidos tiene la sílaba Xi? /j/ /i/. ¿Qué letras se usan para escribir estos sonidos? x-i." There is additional guidance for students to practice decoding in a dictation activity.

In the *Guía del maestro*, Semana 10, Sesión 1, under "Conciencia fonológica: combinar fonemas y sílabas," the teacher models how to blend phonemes to decode words. For example, the teacher says, "Voy a combinar los sonidos y las sílabas para formar una palabra. Escuchen: /p/ /a/ /g/ /e/, pa-gué. ¿Qué palabra es?" Students respond *pagué*. Then the teacher guides students to blend the sounds of additional words such as *guisa* and *pegué*. This activity links phoneme blending to word recognition, supporting the development of early decoding skills. The materials include explicit (direct) guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding.

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

The materials include a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills. In the *Guía del maestro*, Semana 3, Sesión 1, under "Conciencia fonológica: Separar fonemas," the teacher models how to isolate the initial sound in a word. For example, the teacher says, "Voy a escuchar los sonidos de la palabra bote: /b/ /o/ /t/ /e/. Ahora voy a decir el primer sonido que escucho en bote: /b/. El primer sonido es /b/." Students repeat the initial sound and identify the first sound in words such as *jalar*, *bol*, and *jugar*. This activity supports the development of phonemic awareness by helping students isolate and identify initial phonemes in spoken words.

The materials include cumulative review activities that reinforce phonemic awareness over time and develop, practice, and reinforce phonemic awareness skills. In the *Cuaderno del estudiante*, Semana 15, students complete an activity in which they must circle the first letter of the name of each image to review the sounds of the letters *q*, *w*, *y*, and *z*. This task supports cumulative reinforcement by revisiting phoneme-grapheme connections and promoting ongoing practice with sound-letter recognition.

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 and/or multisyllabic words. The *Cuaderno del estudiante* includes a sequence for introducing sound-spelling patterns in order of complexity. For example, Semana 2, Sesión 1 under the "Fonética" section has students form two-syllable words such as *dedo*, *lata*, *luna*, and *duna* before students complete *ge* or *gi* in multisyllabic words in Semana 8 Sesión 3 for words like *gelatina*, *imagino*, *gemelos*, and *páginas*. However, the materials do not include explicit references to the Spanish TEKS within the sequence.

In the *Guía del maestro*, the scope and sequence from Semana 4 to Semana 19 demonstrates a progression from individual graphemes to more complex orthographic patterns. The materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and/or multisyllabic words. For example, in Semana 4, the lessons introduce the hard sounds of *c /k/* and *g /g/*. In Semana 6, students explore the *x /ks/* and *j /x/* sounds, building contrastive awareness. In Semana 10, the guide introduces syllables with *gue/gui*, and in Semana 4 syllables with *güe/güi* are explicitly taught. This gradual introduction of multiple spelling patterns (e.g., *c/k/q*, *g/güe/güi*) supports decoding of increasingly complex words. The materials do not include explicit references to the Spanish TEKS within the sequence.

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

The *Guía del maestro* includes a section, "Formar palabras," for Semana 9, Sesión 1, which provides teacher-scripted guidance to explain to students how the letter *c* is pronounced /s/ when it is followed by

vowels *e* or *i*. The script reads as follows: "Escriba la palabra *cena* en la pizarra. Voy a decir los sonidos y las sílabas de la palabra /s/ /e/ /n/ /a/—ce-na." This activity provides direct instruction for sound-spelling patterns. The materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns.

The *Cuaderno del estudiante* includes in Semana 9, Sesión 1 five sentences with two words that follow the *ce* or *ci* sound pattern of /s/ because the *c* is before an *e* or *i*. The instructions read, "Lee las oraciones y escribe las palabras que tienen *ce* o *ci*." The materials support direct instruction for sound-spelling patterns. The materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns.

The materials include teacher guidance for delivering direct instruction on grade-level sound-spelling patterns, specifically consonant blends. In the *Guía del maestro*, Semana 14, Sesión 1, under "Formar palabras: Combinaciones consonánticas *bl* y *pl*," the teacher is guided to introduce words with initial consonant blends *bl* and *pl*. The scripted instruction states the following: "Las letras *p* y *l* se juntan y forman una combinación. Cada letra tiene su propio sonido, pero se pronuncian muy juntos." The teacher asks students to repeat and models the same routine using the word *tablero*. Students practice segmenting words and identifying the *pl* and *bl* sounds in words such as *aplica*, *blando*, and *diploma*. Then, students complete an activity in their *Cuaderno del estudiante*.

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 provide students with opportunities to practice grade-level sound-spelling patterns through engaging and repetitive tasks. In the *Cuaderno del estudiante*, Semana 9, Sesión 4, students complete an activity to reinforce the correct use of plural suffixes, such as *-ces*, in words like *pez-peces*. Students read illustrated sentences such as "Qué bonitos los ____ dorados" and complete the word by writing the correct spelling with *-ces*. This practice reinforces the recognition and application of grade-appropriate orthographic patterns in Spanish, supporting students' understanding of how suffixes alter word structure and meaning through cumulative review activities.

In the *Guía del maestro*, Semana 11, Sesión 2, under "Prefijo *re*," the teacher is guided to explain that not all words beginning with *re* are prefixed (e.g., *revista*, *reja*). The teacher provides the meaning of the prefix and models with an example: "Releer es volver a leer. Todos los días leemos y releemos en clase." The teacher writes several words on the board, asks students to identify the prefix, and guides them to blend the syllables orally. Then, students practice with new words like *reviven* and write their sentences using their *Cuaderno del estudiante*. The materials include a variety of activities and/or resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns. This activity

supports the development of decoding skills by introducing a common Spanish prefix and guiding students through syllable recognition and blending in meaningful word contexts.

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 structured opportunities in Spanish for students to decode taught syllable correlations in isolation. In the *Guía del maestro*, Semana 7, Sesión 3, under "Conciencia fonológica: Letra r," the teacher uses a familiar song (e.g., "A la víbora de la mar") to emphasize the soft /r/ sound with vowels. The teacher models how to form syllables and words using "Tarjetas de sonido y ortografía" and "Tarjetas de articulación" for *r* and says, "Voy a decir los sonidos y las sílabas de la palabra pare: /p/ /a/ /r/ /e/, pa-re. La palabra es pare." Students repeat the process with words such as *arena*, *tiro*, and *oruga*, building decoding fluency through syllable blending. This targeted practice helps students develop accuracy in decoding individual syllables and words in isolation.

The 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 and in authentic Spanish decodable connected text that builds on previous instruction. In the *Guía del maestro*, Semana 24, Sesión 4, under "Leer la Lectura conectada: Un héroe asombroso," the teacher reminds students that the weekly focus is on consonant blends such as *br*, *cr*, *fr*, *gr*, *tr*, *dr*, and *pr*. The teacher writes words such as *asombroso*, *brillante*, and *crujiente* on the board and asks students to read the words aloud. Students practice reading the poem chorally, focusing on decoding the target syllables in connected text before reading it independently. This shared reading reinforces decoding skills in context, supporting fluency with authentic Spanish 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 *Cuaderno del estudiante* materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes. For example, the Semana 1, Sesión 3, student workbook page instructs students to write the letter *t* or *s* to complete the words: "Escribe *t* o *s* para completar cada palabra," and the page features four images with incomplete words. In the *Cuaderno del estudiante*, Semana 6, Sesión 3, there are three rows of word lists and two complete sentences for students to decode. There are no Spanish language arts TEKS in the *Mosaico: Fundamentos* materials.

The materials include a systematic and authentic Spanish sequence for introducing grade-level morphemes as outlined in the Spanish language arts TEKS; however, the TEKS are not stated in the lessons. In the *Guía del maestro*, the section "Mosaico: Fundamentos secuencia de enseñanza" outlines a year-long sequence that gradually introduces common prefixes and suffixes appropriate for the grade level. For example, in Semana 1, Sesión 4, under "Análisis de Palabras," the teacher introduces students to plural words with the suffix *-s* using words like *borrador* and *borradores*. The teacher explains that adding *-s* indicates more than one. Later, in Semana 11, Sesión 4, students are introduced to the prefix *re-*, with examples such as *recomenzar* and *recolocar*. The teacher clarifies that *re-* means to do again, helping students understand how meaning is added to root words. This structured progression helps students begin to recognize and understand common morphemes through direct instruction using authentic Spanish examples.

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 *Guía del maestro* materials include teacher guidance to provide explicit instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings to support

decoding, encoding, and reading comprehension. For example, to support decoding and encoding in Semana 5, Sesión 2, a scripted routine is provided for teachers to explain and lead the application of the prefixes *re-* and *des-*. The teacher explains the meaning of the prefixes and writes a sentence, "*Voy a rehacer el dibujo,*" as an example. Then, there are four sentences to use as examples for students to apply the prefix skills to other words, identifying the prefix and the meaning of the words. To support reading comprehension, teachers are provided with guidance on asking students to define words when they add the prefixes *re-* and *des-*.

The materials prompt teachers to use morpheme understanding to aid word recognition. In the *Guía del maestro*, Semana 14, Sesión 2, under "Análisis de palabras," students explore suffixes *-or/-ora*, *-dor/-dora* (*escaladora*, *pintora*). The teacher script states that the suffixes *-or*, *-ora*, *-dor*, and *-dora* indicate that someone performs the action, as in *pintora*: a person who paints. Students apply this understanding by decoding unfamiliar words by combining a base word with a suffix. This supports decoding fluency through morphological awareness. The materials include teacher guidance to provide explicit instruction authentic to Spanish for supporting recognition of common morphemes and using their meanings to support decoding, encoding, and reading comprehension.

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

In the *Guía del maestro*, Semana 4, Sesión 2, under "Análisis de palabras: Diminutivos *-ito/-ita*," the teacher explains how the diminutive form changes the meaning of a word. The teacher says that to show something is small or to express affection, we use the diminutives *-ito* or *-ita*. For example, if the accent is removed from the word *mamá* and *-ita* is added, the new word is *mamita*. The teacher models additional examples and prompts students to repeat the routine using words like *casa* and *casita*. Students practice the skills they have learned in their *Cuaderno del estudiante*. This structured modeling supports students in developing morphological awareness by including a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills.

The *Cuaderno del estudiante* includes a variety of activities and resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills. For example, the student workbook page for Semana 27, Sesión 4 has four sentences and a word bank that provides the singular form of the words *mujer*, *pie*, *raíz*, and *sandalia*. The instructions tell students to add the suffixes *-s*, *-es*, or *-ces* to form the plural and complete the sentences.

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 and encode words with morphemes in isolation and in authentic Spanish decodable connected text that builds on previous instruction. In the *Guía del maestro* Semana 9, Sesión 2, under "Análisis de Palabras: Plural con -ces," the teacher explains that words ending in -z form the plural by changing z to -ces. The teacher says that to make a plural word that ends in z, the z must be replaced with -ces, and then writes the sentence "Esta luz está apagada," and asks students to rewrite it in the plural form. Students then apply the same routine to decode and read other singular words by changing them to plural forms.

The *Cuaderno del estudiante* provides a variety of materials in Spanish to support students in encoding words that include taught sound-spelling patterns, both in isolation and in authentic Spanish decodable connected text that builds on previous instruction. For example, the student workbook page for Semana 12, Sesión 3 has seven syllable parts and four images and instructs the students to form and write the corresponding words using the syllables provided, such as *le-che*, *cha-le-co*, *no-che*, *pe-lu-che* which align to the syllable instruction /ch/ from previous lessons.

The *Cuaderno del estudiante* includes a variety of activities authentic to Spanish for students to decode and encode words with morphemes in authentic Spanish decodable connected text that builds on previous instruction. For example, Semana 16, Sesión 4 features an activity that requires students to read a passage, "Una tarde calurosa," which focuses on words ending in *r* for them to decode, such as *calor* and *pasear*. For the "Evaluación Semanal," students listen to and write six words in their *Cuaderno del estudiante*.