

Curriculum Associates, LLC

Spanish Phonics, 2

Mosaico, Grade 2

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9781663057891	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 Addressed	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	55 out of 55	100%

Breakdown by Suitability Noncompliance and Excellence Categories

SUITABILITY NONCOMPLIANCE FLAGS BY CATEGORY	IMRA REVIEWERS	PUBLIC	Flags NOT Addressed by November Vote
1. Prohibition on Common Core	1	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	9
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 year-long scope and sequence of concepts for literacy instruction located in the *Guía del maestro*. The learning sequence provides a six-unit breakdown where each unit (*unidad*) is taught in five weeks. The learning sequence chart includes guidance on print awareness, phonological awareness, phonics, word work, spelling, handwriting, vocabulary, and fluency. The Texas Essential Knowledge and Skills (TEKS) are found in the materials.

The scope and sequence does include explicit references to the TEKS. It outlines instructional skills and concepts by week and unit and identifies the corresponding grade-level standards. As a result, the alignment to the TEKS can be verified through the scope and sequence.

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

The materials include pacing for 30 and 36 weeks, and show a schedule for the weeks of instruction. They provide a weekly implementation for 30 and 36 weeks to support effective implementation for various instructional calendars.

The "Plan semanal" for each unidad offers a clear overview of the skills covered in each sesión (session). They specify key objectives and foundational skills such as phonological awareness, letter recognition, phonics, and print concepts. Sesión 5 of each week in the *Guía del maestro* includes formative assessments tied to that week's instruction. At the top of each plan, suggested instructional time and

required materials are also indicated, supporting 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 *Guía del maestro* includes "Bases científicas y componentes del programa" under the materials section for the teacher. It states that 30 lessons cover fundamental skills, what materials are included, and how to utilize them. It provides a weekly structure and explains connections between concepts learned throughout the course.

The materials state the research behind each component and unidad order that explain how concepts connect throughout the course. They describe the structure of the units and weekly layout, showing how the skills and texts are integrated. The texts are thematic and organized around weekly topics aligned to grade-level content, which supports a coherent weekly instructional focus. The materials include an explanation of how concepts connect throughout the entire course.

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

The materials include teacher guidance for unit and lesson internalization by giving scripts and guidance using pictures to introduce concepts, how to connect to the unit themes, making predictions, and reviewing. For example, the "Componentes del programa" pages summarize the teacher and student materials in *Mosaico: Fundamentos*. They include a *Guía del maestro*, foundational skills resources such as "Tarjetas de sonido y ortografía," "Tarjetas de articulación," articulation videos, *Cuaderno del estudiante*, read aloud, and shared reading texts.

The materials provide a "Plan semanal" with the sequence of each component to be taught each week. The materials suggest instructional routines for teachers to use when teaching the unidad. Each "Plan semanal" includes sequenced activities with teacher notes that guide the demonstration of routines, student engagement in the routine, and opportunities for assessment. The materials also include suggestions for differentiation when students need additional support. In Unidades 4–6, lessons reinforce previously taught words, connect learning to the texts, and assess students' understanding of the unit theme, supporting lesson-level internalization.

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

The *Biliteracy Implementation Guide for School and District Leaders* suggests resources for instructional leaders to assist teachers in lesson planning. For example, in the "Sample Session Pacing" for *Mosaico*:

Fundamentos, Unidad 1, Sesiones 1–5 provide teachers with a list of lesson content, including "Phonics Read Longer Words," "Word Classification," and "Phonics," each with instructions for 8–10 minutes.

The *Biliteracy Implementation Guide for School and District Leaders* enables leaders to support teachers with "The Language Link Framework." For example, this framework tool, along with instructions, offers practical guidance for promoting cross-linguistic transfer between Spanish and English.

The *Mosaico* materials contain units with linguistic guidance for teachers and lessons based on the linguistic focus areas: phonetics and phonology, morphology, syntax, and grammar. Prompts guide teachers to allow approximately 15 minutes of instruction to deliver one or more language link lessons. The prompts suggest the lesson can occur after the unit's summative assessment or at any point throughout the unit. Another example of guidance suggests teachers create an anchor chart with the students during 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 materials include academic vocabulary for each unidad, clearly indicated in the *Guía del maestro* as vocabulary to 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 erosion, with terms such as *característica* and *cañón*. Additionally, words transferable to English cognates are marked with an asterisk to support cross-linguistic connections. 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 is taught throughout the unidad.

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, Semana 6, Unidad 2 consists of the student objectives for teacher reference, including decoding words with *ga, go, gu, gui, and gue*, recognizing compound words, reading high-frequency words, and reading with accuracy and expression.

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 letter for parents, written in both Spanish and English, which indicates how students are progressing with the program and how parents can continue to support students' skills at home. For example, parents are prompted to have students play with letters by forming letters or words with foods, such as beans, rice, or pasta. Instructions also include having students play with sounds by saying a word and challenging them to think of rhyming words.

The *Guía del maestro* includes teacher guidance with a sequence of what they should do during each sesión. There are a total of five sesiones per week. For example, the "Estructura de una semana" practices previously learned skills. Sesión 2 reviews the concepts learned in Sesión 1. Sesión 4 plans a review of concepts learned in Sesión 3. Letters for families are included in both Spanish and English. For

example, the letters inform parents about spelling to help students connect letters to sounds—like a mirror to phonics. Parents are instructed that concepts of print build students' understanding of how books and print work. Activities are suggested, like parents reading to students to help them learn.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	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 *Guía del maestro* lesson plans include a list of materials to support instructional activities, references to assessments that determine content objective mastery, tasks, and activities with specific instructional routines to develop skills, which include multiple practice opportunities and reteaching. For example, the "Como funciona Mosaico" section describes a variety of formative weekly assessments in reading and writing, as well as guidance for the next instructional steps in the "Pasos siguientes de instrucción."

The materials include a detailed lesson plan with differentiated activities, engaging questions, and a check for understanding. Evaluation at the end of each week is included, as well as templates to record the individual students' scores.

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.

Materials include a suggested schedule with two options for each lesson component. The materials include weekly plans with lesson overviews, suggested timing for each element, and materials necessary to deliver the lesson.

The *Guía del maestro* describes teacher and student materials in each weekly lesson introduction in the "Plan semanal" with information on which materials aid student learning. The materials include guidance and recommendations for the suggested timing of lesson components: 20 minutes for phonological awareness and phonics, 30 minutes for reading aloud, shared reading, and print awareness, and 45 minutes for sounds and word work. It also includes a note for other suggested small-group instruction pacing based on the available time.

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

The materials guide the pacing and instructional routines based on student performance on formative and summative assessments throughout instruction. They provide suggestions on differentiating for students in varying levels of mastery as an extension or enrichment. For example, the "Tiempo sugeridos de enseñanza para grupos pequeños" section provides teachers with tips on using the "Comprobar" section in each lesson as a formative assessment and digital resources to support differentiation.

The *Cuaderno del estudiante* workbook has a section titled "Repasemos," organized by week, providing opportunities to revisit previously taught content. The materials include explicit suggestions and structured guidance on incorporating it into extended learning beyond the core lesson.

2. Progress Monitoring

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

2.1 Instructional Assessments

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

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

The materials include formative assessments in Sesión 5, conducted weekly after Sesiones 1–4. For example, after teaching Sesiones 1–4, "On palabras con b y v," the evaluation will assess words with *b* and *v*. The *Guía del maestro* in Sesión 5 of each week includes a formative assessment, an individual evaluation of reading, and a written evaluation. A recording sheet for results is provided, and a "Comprobar" feature allows teachers to determine if students have met the objective unit assessments. The materials do include diagnostic assessments that vary in types of tasks or questions.

The *Guía del maestro* includes summative assessments, such as weekly assessments and unit assessments. For example, Sesión 5 for each week comprises various types of tasks, asking students to identify sounds and letters and write words and sentences. The unit tests vary in format with some assessments, "Evaluaciones," being administered to the whole group while others are individual.

The materials include "Evaluaciones de la unidad," which are designed to measure mastery of the specific skills taught throughout the unidad. These unit assessments are scheduled every five weeks. Formative assessments are built into the program and occur every five sessions. For example, the *Guía del maestro* includes whole-class written evaluations, individual reading assessments, and an optional oral evaluation. The materials include formative, summative, and 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*, "Instrucción personalizada" section provides teachers with explanations about the intended purpose of the instructional assessments. For example, students will first complete lessons on foundational skills, such as phonological awareness activities where they segment and combine sounds using visual cues. Students progress to phonics lessons, focusing on decoding words through phonics exercises, and finally advance to comprehension passages and questions.

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

The *Guía del maestro* defines the formative assessments and the intended purpose of each type of instructional assessment. Definitions are provided for formative assessments, which are written and read individually under each section.

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

The *Guía del maestro* includes guidance for administering both an "Evaluación semanal" and an "Evaluación de la unidad" to monitor student progress and support instructional planning. In the "Recursos para el maestro" section, there is a dedicated area for assessments that provides step-by-step instructions for administration, scoring procedures, and next steps for whole-group instruction. For example, teachers are guided to use student self-monitoring tools. This section also includes tracking forms, tips for efficient administration, and scoring guidelines for both written and individual evaluations (before, during, and after each assessment).

The materials provide scripted weekly assessments called "Evaluación semanal" divided into four parts: a whole-class written assessment, an individual reading assessment, and an optional oral reading evaluation. 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. The *Guía del maestro* provides answer keys at the end of each week to ensure accurate and consistent scoring of the assessments instead of relying on administrators' interpretation. For example, the answer key for Semana 12 includes images of the *Cuaderno del estudiante* pages with answers for teacher reference.

The materials in the *Guía del maestro* provide teachers with a numbered list of instructions on what to do during the weekly assessment. For example, the materials include a "Consejo" section that helps teachers with instructions on how to proceed for each section of the assessment. The "Consejo" also provides

scripts to ensure the administration of those assessments is consistent and aligned with the learned skills.

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" assessments that are aligned with the objectives listed for each lesson. Instructions are provided to guide teachers on when to administer assessments concerning specific lesson goals. The assessments reflect the content and skills emphasized in the lessons and Unidades. For example, students are assessed on word patterns that include *h, gue, gui, güe, and güi* as part of the weekly phonics instruction. The assessments are clearly connected to lesson and unit objectives, and the specific TEKS associated with each lesson are explicitly identified within the assessment materials.

Weekly formative assessments and summative assessments after each unidad are aligned with the objectives of the course, lesson, and unidad, and identify the TEKS assessed. The *Guía del maestro* includes formative checks (at the end of each sesión) and summative assessments (at the end of each week). For example, the items are aligned with the daily and weekly objectives as outlined in their instructional matrix, including a direct mention of TEKS alignment.

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

The *Guía del maestro* provides instructional assessments that align with the objectives outlined in each lesson. The assessments demonstrate an increasing level of complexity as students transition to more advanced tasks. The materials provide assessments that support instruction with the TEKS listed expressly in the assessment items and teacher instructions.

The materials include a formative weekly assessment in the *Guía del maestro*, such as asking students to listen and write the words, progressing to asking to listen and write the "Superpalabras" and sentences. Under "Comprobar," assessments with questions of varying levels of complexity are present. The materials identify the TEKS aligned with the instructional evaluations.

The *Guía del maestro* provides an assessment at the end of each unit, which includes a writing assessment for the whole class and a reading assessment for each student. The writing assessment consists of two parts: connecting letters and sounds, and writing letters. The reading assessment consists of three parts: identifying letters, reading aloud from a text, and completing print awareness tasks. The guide provides instructions on what the teacher should do and say (blueprint), including optional parts. The alignment to TEKS is directly stated.

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	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 materials' instructional scoring information is used to guide the interpretation of student performance. In the *Guía del maestro*, the teacher uses the "Pautas de puntuación" to determine how to score a student's response. For example, if the sound /c/ is assessed and the student writes /k/ but reads it aloud correctly, then it is not considered an error.

The "Seguimiento constante del progreso de los estudiantes" includes suggestions on what steps to take after the assessment. For example, after the "Evaluación semanal," teachers record the scores in the "Registro de evaluación semanal." This enables teachers to use the scoring information and interpret the student's performance.

The materials instruct teachers to refer to the "Pasos siguientes a la instrucción" to make the following instructional decisions based on the student responses. According to the *Guía del maestro*, for example, if students make mistakes writing the wrong letter or sound in Parte 1, teachers should compare it to Partes 2 and 4. If a pattern of errors is identified, teachers provide additional instruction that focuses 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 guide the use of included tasks and activities to address student trends in performance on assessments. In the *Guía del maestro*, for example, in Parte 2: "Escribir Superpalabras," if the student produces incorrect sounds, the teacher should compare the results with "Parte 1." If a pattern is observed, the next steps in "Parte 1" should be followed.

The materials guide the teacher on using the included tasks and activities to address student trends in performance on assessments. For example, in the "Evaluación opcional de la lectura, Parte 5, leer palabras," the teacher should use "Parte 5a" for the whole class and "Parte 5b" for small groups. The assessment consists of the student reading some words, and if the student makes an error, the teacher will ask for an alternative word.

The *Guía del maestro* includes "Pasos siguientes de instrucción para la evaluación escrita de toda la clase," which outlines specific next steps to take when students need reinforcement on skills evaluated during weekly or unit assessments. These include encoding words, writing "Superpalabras," and generating new written texts. For example, if students do not decode words accurately, the guide recommends targeted follow-up activities to reinforce decoding skills. These suggestions enable teachers to adjust their instruction based on assessment results.

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* has guidance called "Monitorear el progreso con las evaluaciones del programa" for teachers to track student progress. It includes a recording sheet for teachers to record individual and whole-class assessment data every week and make informed instructional decisions based on the data. For example, there is no evidence to support students tracking their progress and growth.

The materials include tools for teachers to track student progress and growth. This evidence, as outlined in the *Guía del maestro*, specifically the "Registro de evaluación de la unidad," serves as a weekly tracker for Partes 1–5 of each "Evaluación de la unidad." Although the materials include tools for the teacher to track the students' progress, they do not include tools for students to track their progress.

The materials include a "Registro de la evaluación semanal/de unidad" that helps track student progress over time. This tool is divided by the specific skills assessed weekly, such as decoding multisyllabic words, reading "Superpalabras," and reading fluently. 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. The materials do not include tools for students to track their own 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 *Guía del maestro* includes teacher guidance for differentiated instruction, activities, and paired lessons for students who have not reached proficiency on grade-level content and skills. The materials include a quick check under "Comprobar" that asks if students can decode words with the letter *b*. If not, then the teacher is given guidance on what to do next. The teacher uses the letter cards for sound, spelling, and articulation to review the /b/ sound for the letter *b*. The students are to build the syllables *be* and *bo* with the letter cards. The teacher says, "Let's read this word." The teacher asks the students to identify the first and second syllables and then has them combine them to read the word. The teacher can repeat the process using words listed above "Comprobar" (e.g., *barco*, *bosque*, *bache*).

The *Guía del Maestro* includes predictable routines to support students who have not yet reached grade level proficiency. In the *Semana 1, Sesión 1 "Rutina para formar palabras,"* the teacher demonstrates segmenting words by syllables, using the word *bo-ca*. The students practice segmenting words and segmenting the word *bo-tas*. Finally, the teacher verifies whether the students can decode words beginning with *b*. If not, the materials suggest using sound and articulation cards, as well as "Tarjetas para formar palabras."

The materials include supports in the lesson routines such as "Aplicar al texto" and "Comprobar," where instructional decisions are tailored to student responses. For example, in the *Guía del maestro*, *Semana 17, Sesión 3*, during the lesson on words with *cl*, after students read the "Lectura conectada" and review "Superpalabras," the "Comprobar" section suggests pairing students to reread the text collaboratively if they have difficulty reading accurately and fluently. It also recommends using the "Rutina de corrección: decodificar" to help students address and correct specific decoding errors.

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. For example, in the *Guía del maestro*, the teacher explains that *deberes* is the same as *tareas*, before reading aloud the text "*Vamos a ser amigos!*"

The materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). For example, in the *Guía del maestro*, Unidad 3, Semanas 11—15, and under "Enseñar," the materials provide the meaning of the words and sentences in the context of the unit's vocabulary: *animal*, *ave*, *habitat*, and *oceano*.

The materials include embedded supports for unfamiliar vocabulary and academic language at the beginning of each unidad. Teachers are prompted to introduce vocabulary words connected to the unit theme to support students' comprehension of the texts. For example, in Unidad 4: Mira el mapa, the *Guía del maestro* prompts the teacher to present words such as *capital*, *continente*, *isla*, and *país* using definitions, example sentences, and illustrations. These words are introduced before students explore the unidad essential question, "¿Qué lugar les gustaría visitar?"

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* includes guidance for differentiated instruction. The section "Flexibilidad en tiempos sugeridos de enseñanza" provides time and rotation schedules to ensure instruction aligns with student needs, such as more phonics review or additional writing practice. These strategies apply to all the lessons in the guide. There is evidence for enrichment or extension activities for students who have demonstrated proficiency in grade-level content and skills.

The materials include guidance for differentiated instruction through a section titled "Apoyo a diferentes necesidades de estudiantes: opciones de diferenciación" found under "Rutinas de instrucción: ¡Conozca las rutinas!" This section describes supports such as: "Hágalo visualmente," "Revise transferencias," "Agregue movimiento," and "Varíe las actividades." These strategies are primarily designed to support struggling students, and those who have already demonstrated proficiency. The materials do not include specific guidance or activities for enrichment or extension.

3.2 Instructional Methods

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.2a	All criteria for guidance met.	4/4
3.2b	All criteria for guidance met.	2/2
3.2c	All criteria for guidance met.	3/3
—	TOTAL	9/9

3.2a – Materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concept(s) to be learned.

The *Guía del maestro* includes explicit prompts and instructional tips throughout the materials to support comprehension and phonics skills. The "Cognados" tips inform teachers on how to address similar words in English and Spanish, such as colores/colors, and información/information.

The materials include explicit (direct) prompts and guidance to support the teacher in modeling and explaining the concepts to be learned. In the *Guía del maestro*, Semana 7, Sesión 4 "Palabras con *ge, gi, y /j/*," the materials instruct the teacher to demonstrate how to read the title of the text. The teacher reminds the students of the meaning of the words in the unidad. The teacher models how to read the first sentence before reading aloud with the students; then the students read by themselves or in pairs. If students struggle to read with precision and fluency, the teacher is prompted to use the "Rutina para combinar sílabas."

The *Guía del maestro* includes explicit prompts and guidance to support teachers in modeling and explaining the concepts learned. For example, each Sesión begins with scripted information about the focus skill and instructions for students. In Semana 23, Sesión 2, there is detailed guidance on modeling and applying the process of changing a phoneme to form a new word. For example, there is a modeling and applying example, such as saying *soy* and replacing the /s/ with /h/ to form *hoy*. There are an additional five words to follow the same routine, such as *rey* to *ley*.

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

The *Guía del maestro* gives teachers guidance and recommendations to deliver effective lessons and facilitate the use of a variety of instructional approaches. The materials include information and descriptions on the use of Universal Design for Learning (UDL), to ensure variety in instructional design and facilitation. For example, the "Diseño universal de aprendizaje" section emphasizes the importance of incorporating a range of kinesthetic activities to foster engagement, representation, action, and expression.

The materials include teacher guidance and recommendations for effective lesson delivery. In the *Guía del maestro*, Semana 3 Sesión 3, in the section "Clasificar palabras," teachers are guided to remind students that one way to learn about words is to examine their similarities and differences to classify them in groups. The teacher is guided to draw a two-column table with headings "Palabras con r fuerte" and "Palabras con rr." In "Demostrar," the teacher is guided to write the word *ratón* and divide it into syllables: ra-tón. The teacher is to say, "I see that the first syllable /ra/ starts with *r*. I am going to write *ratón* under the column 'Palabras con r.'" The teacher is guided to repeat the word *arroz* and model how to write it under the column labeled "Palabras con rr." The teacher asks the students what sound they hear in the syllable *-rroz*. Students respond with /rr/ /o/ and /z/. The teacher then says, "I am going to write the word *arroz* under the column 'Palabras con rr.'" In "Aplicar," students classify the words and place them under the right column: *ropa*, *arriba*, *corres*, *rodilla*, *arruga*, *enreda*, *jarra*, and *rima*.

The materials provide embedded lesson structure guidance for effective lesson delivery. In the *Guía del maestro*, Semana 19, Sesión 2, under "Análisis de palabras," the lesson begins with a "Consejo para el maestro" that recommends reviewing familiar prefixes and suffixes such as *des-*, *in-*, *im-*, *-ería*, and *-ísimo*. The lesson provides scripted teacher prompts to guide instruction and clarify meaning. For example, the teacher models how to form the word *joyería* from *joya*, explaining the change in meaning. During guided practice, students identify additional examples. For those students who need extra support, the teacher is prompted to provide small-group instruction with words like *imperfecto*, *perfecto*, and *perfectísimo* to reinforce recognition of affixes and their function. Students who are ready to work independently or with a partner practice in their *Cuaderno del estudiante*. This structure supports lesson delivery across varied instructional settings.

3.2c – Materials support multiple types of practice (e.g., guided, independent, collaborative) and include guidance for teachers and recommended structures (e.g., whole group, small group, individual) to support effective implementation.

In the *Guía del maestro* in "Plan semanal," teachers are given guidance under "Planificar apoyos para los estudiantes." Teachers are guided to use the information from the assessment from the previous week and the section "Pasos siguientes de instrucción" to make adjustments that support each student. Teachers are to review the instructional routines to differentiate instruction. This structure is applied to every lesson in the curriculum.

The materials support multiple types of practice. In the *Guía del maestro*, Semana 18, "Combinación consonántica br," "Formar palabras," the materials instruct the teacher to create a list of words that include *br*. As a whole-class activity, the list is completed. The teacher asks individual students questions about the meaning of words and their use in sentences. The students work collaboratively and review their work in pairs. Finally, if students struggle with writing correctly the words with *br*, the teacher uses the "Tarjetas para formar palabras."

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 materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual programs through the *Biliteracy Implementation Guide for School and District Leaders*. The guide describes the key components of biliteracy instruction in K–2 bilingual classrooms and outlines implementation strategies aligned with dual-language program goals.

The *Guía del maestro* section "Componentes del programa" outlines a model on 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 their instruction to meet the diverse language proficiency needs of students.

The *Guía del maestro* materials provide implementation guidance for teachers for effective material use in the bilingual program. For example, instructional supports, such as cognates and linguistic transfers, are incorporated throughout the curriculum lesson plans. In Semana 21, Sesión 2, there is a "Cognados" tip that highlights that the words *transforma* and *experimento* are almost identical in English and Spanish, and that these words convey the same meanings.

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

The materials include embedded guidance for teachers to support emergent bilingual students in making cross-linguistic connections through oral and written discourse. In the *Guía del maestro*, for example, under "Fonética: Palabras con sílabas cerradas con b," in Semana 14, Sesión 3, there is a section called "Transferencias" where teachers are given guidance to tell students that the letter *b* is pronounced /b/ in English and Spanish in any position in the word. The example words given are *obtener* and *obtain*.

The materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary and making cross-linguistic connections through oral and written discourse. For example, in Semana 29, Sesión 3, "Palabras con hiato con tilde en la u," "Leamos!," "Visita al Gran Cañón," the teacher reminds the students that during the reading text, they will listen to the word *increíble*. The word means the same as *incredible* in the English language. Students are informed that the pronunciation and the written form are very similar.

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 *Guía del maestro* "Secuencia de enseñanza" presents a structured progression that builds on previously taught concepts. For example, instruction begins with letter-sound correspondences such as *b* versus *v* and *gue* versus *gui*, and later progresses into more complex vowel patterns, including diphthongs and hiatuses. This sequence supports the gradual development of phonics knowledge.

The materials include systematic and sequenced instruction of phonics skills. The systematic instruction of phonics in the *Guía del maestro*, for example, in the "Plan semanal," teaches new skills on days one and three. Days two and four are used as spiral practice of the skills previously taught. For example, in Sesión 1, students learn words that contain the letter *x*. In Sesión 2, students practice and apply words with *x* by reading "Lectura conectada." In Sesión 3, students learn words with *cc*. In Sesión 4 students practice and apply this new knowledge by reading "Lectura conectada." Finally, in Sesión 5, students practice and apply this knowledge in the "Repaso acumulativo."

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 skill students will work on each week. For instance, in Semana 16, Sesiones 1–4, students focus on consonant blends such as *fl* and *gl*. Also, the "Secuencia de enseñanza" section provides information on each component for all 30 weeks. For example, Semana 10, Sesiones 1–2 includes a phonics focus on words with *gue* and *gui* and a word analysis of *al* and *del* contractions. This regular planning supports a developmentally appropriate sequence of phonics instruction across the year.

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 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, after writing the word, the teacher says, "Voy a leer cada sílaba ge-nial." The teacher instructs students to read and point to the syllables as they read the word.

The materials include explicit and intentional opportunities for ongoing practice of phonics (sound-symbol correspondence) skills in isolation. In the *Cuaderno del estudiante*, during Semana 25, Sesión 3, students choose an initial syllable from a syllable bank to review the /c/ sound when followed by *a*, *o*, or *u*, as well as the /q/ sound. Students complete words that begin with the selected syllable. This activity supports independent reinforcement of the phonics concepts introduced during instruction.

4.2 Daily Instructional Sequence and Routines

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

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

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

The materials include explicit (direct) phonics instruction with teacher modeling. The *Guía del maestro*, for example, instructs the teacher to model the sounds of /ga/, /go/, and /gu/ by showing the "Tarjetas de sonido y ortografía" and the "Tarjetas de articulación," modeling different words that begin with the syllables *ga*, *go*, and *gu*. Students then practice with other words.

The materials include daily lessons with explicit phonics instruction that provide teacher modeling. In *Guía del maestro* under "Formar palabras" in Semana 4, Sesión 1, the section titled "Demostrar" provides a script for the teacher to model how to separate syllables in words such as *gusto*, *gato*, and *gorro* using the syllables *ga*, *go*, and *gu*. The teacher models the pronunciation and blending of syllables aloud, supporting students in identifying syllable patterns before transitioning to guided practice.

The *Guía del maestro* includes daily lessons with consistent routines for teachers to deliver explicit whole-group phonics instruction. Each week follows the same "Rutinas de instrucción," accompanied by teacher scripts, to ensure consistent and efficient instruction. For example, Semana 5, Sesión 1 includes instructions on how students can read longer words by separating them into syllables. Under the "Demostrar" section, teachers are instructed to create two columns and write the syllables *he-bi-lla* in column 1 and the word *hebill*a in column 2, and to demonstrate to students how to blend syllables while reading the complete word.

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

The *Guía del maestro* provides instruction on the type of feedback to give based on student performance. The "Rutinas de corrección" provides teachers with information on the types of encoding and decoding errors to look out for and guidance on how to correct them. For example, it provides charts with scripted tips for teachers to use when giving feedback, such as repeating the word correctly, asking the student to repeat the word, and then engaging in choral reading while monitoring their progress.

The materials include daily opportunities for explicit guided instruction with guidance for immediate and corrective feedback. In the *Guía del maestro*, Semana 13, Sesión 3, under the "Enseñar" section of the lesson on "Sílabas cerradas con p", the script provides specific guidance for modeling and student practice. Students read words aloud with the teacher and identify syllables that end in the letter *p*, such as in the word *captura*, while the teacher provides immediate corrections as needed.

The materials include guided instruction paired with structured opportunities for immediate and corrective feedback. In the *Guía del maestro*, Semana 25, Sesión 1 under the "Comprobar" section that follows "Demostrar" and "Aplicar," the teacher is directed to ask targeted questions to check understanding. For example, after a lesson on the letters *b* and *v*, the teacher asks, "¿Pueden los niños decodificar palabras con b y v?" The materials provide immediate follow-up steps the teacher can take if students respond incorrectly, to clarify the phonics skill before moving on.

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* daily lessons include opportunities for collaborative learning and independent practice. Each sesión provides students with opportunities to apply their knowledge. For instance, under the "Rutina para segmentar palabras en sílabas," the teacher provides explicit instruction. The teacher models how to segment the word into syllables, then writes the letters for each sound in the syllable. Students apply this skill with words provided to them and then practice in the *Cuaderno del estudiante*.

The *Guía del maestro* daily lessons include opportunities for collaborative learning and independent practice. Each sesión provides students with opportunities to apply their knowledge. For instance, under the "Rutina para segmentar palabras en sílabas," the teacher provides explicit instruction. The teacher models how to segment the word into syllables, then writes the letters for each sound in the syllable. Students apply this skill with words provided to them and then practice in the *Cuaderno del estudiante*.

The materials include specific guidance for collaborative work with partners to practice phonics skills. For example, in Semana 5 Sesión 4, the "Comprobar" section at the end of the lesson provides teachers with an opportunity to formatively assess whether students are reading at the appropriate pace. The materials instruct students to reread paragraphs in pairs and have one partner signal to the other if they need to read at a faster or slower pace.

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 *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 Semana 3, Sesiones 1–3 in the *Cuaderno del estudiante* consists of activity pages where students fill in the blanks from a word bank of high-frequency words and are asked to write sentences, incorporating an *r/rr* word, aligned with the Semana 3 objectives.

The materials include intentional practice and review of previously taught phonics elements, including decoding and encoding. The *Guía del maestro*, during Semana 4, Sesión 1, revisits syllables with *ga*, *go*, and *gu*. The teacher is guided to divide example words such as *gato*, *golpe*, and *regular* into syllables to reinforce prior learning.

The *Guía del maestro* provides intentional review of the cumulative summative skills taught throughout the curriculum. For example, the "Secuencia de enseñanza" section features a chart that outlines each week's focus, based on the components of reading instruction, including phonics, word study, spelling, high-frequency words, and fluency. The Unidad 4, Semana 19 section states that the word analysis focuses on a review of prefixes and suffixes from the content of that week.

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

The *Guía del maestro* provides an opportunity for shared reading of decodable text that includes the weekly phonics skill. For example, the Unidad 1, Semana 4 lesson offers support for teachers to read with students a text titled "Nuevos Amigos." It reminds students of the explicitly focused phonics skill (words with *ga*, *go*, *gu*), and emphasizes high-frequency words in bold print. The teacher points to these words in bold print as students follow.

The *Guía del maestro* gives guidance on using a list of specific words that follow the phonics focus of the daily lesson. For example, the "Rutina para Combinar sílabas" section for Semana 4, Sesión 3 provides a

list of words that follow the *que*, *qui*, or *k* patterns. The materials offer additional practice time with a variety of words that follow the same skill.

The *Guía del maestro* provides practice opportunities aligned to previously taught phonics skills. For example, in Semana 20, Sesión 4, the lesson on *dr* words includes decoding and encoding activities with words such as *grado*, *ladrido*, and *madrugar*. The student activities in the *Cuaderno del estudiante* provide structured practice of current focus skills while reinforcing previously taught syllable and letter patterns.

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

The *Guía del maestro* refers to decodable texts that incorporate cumulative practice of taught phonics skills. "Mi libro de lectura" is a set of decodable texts aligned to the phonics patterns of the week. The "Componentes del programa" section includes guidance and a description of the materials, including instructions that can be used for whole-class or small-group practice. This decodable includes weekly and unit review sounds, spelling patterns, and high-frequency words. For example, in Unidad 4, if students are learning words with *bl* and *tl*, then students will read "Verano en el campo," a decodable text with words *bl* and *tl*.

The *Cuaderno del estudiante* includes weekly decodable text aligned to the phonics skills. The text consists of words that follow the phonics pattern, and a list of the high-frequency words taught during the week. For example, the Semana 2, Sesión 2 text features a story, "Carlos necesita ayuda," which focuses on words with syllables *ca*, *co*, and *cu*, and includes the week's high-frequency words.

The materials provide decodable texts that enable students to apply the phonics skills they have been taught in connected reading. In the *Cuaderno del estudiante*, Semana 26, Sesión 4 includes the "Lectura conectada" titled "Fósiles de tiburón," aligned to the lesson on *r fuerte*, *y*, and *ll*. This decodable passage helps students reinforce pronunciation, decoding, and spelling patterns while reading a full text that incorporates words from the current and prior instruction, supporting long-term skill retention through contextualized application.

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

The *Guía del maestro* daily lessons provide an instructional focus with opportunities for practice both in isolation and decodable connected texts. For example, in Semana 17, Sesión 1, students are given a decodable text and then asked to underline words with the sounds /*bl*/ and /*tl*/. Students write the words in the *Cuaderno del estudiante*. Next, students read words and sentences with *bl* and *tl*.

The materials offer weekly opportunities for students to practice phonics skills independently. For example, in Semana 20, Sesión 4, after introducing the consonant blend *dr*, the *Guía del maestro* guides the teacher to instruct the students in segmenting and decoding words such as *dragón*, *drama*, and

ladrido. This phonics practice is followed by dictation, in which students write words that contain the target blend. These structured activities enable students to apply decoding and encoding skills independently and are incorporated across all lessons.

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* includes a variety of assessment tools that are developmentally appropriate and increase in complexity on the skills being assessed. For example, students complete assignments such as "listen and write syllables" and "listen and write sentences," but the content includes more advanced patterns, such as multisyllabic words. The "Superpalabras" section also includes more items that align with the reading and writing development expected at this grade level.

The *Cuaderno del estudiante* includes the "Evaluación semanal," which is appropriate in length and developmentally appropriate for students. For example, the *Cuaderno del estudiante* has an activity where students listen to the teacher and write four words, listen and write eight high-frequency common words, and listen and write two sentences.

The *Guía del maestro* includes two assessment tools: a whole-class written assessment and an individual reading assessment. The structure of the written evaluation remains consistent; however, the individual reading assessment features a more advanced reading passage that reflects the expected progression in phonics and fluency. For example, in the Semana 6, Sesión 5 "Evaluación de la unidad," the "Evaluación individual de la lectura" includes a paragraph with multisyllabic words that contain the letters // and y.

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

The *Guía del maestro* includes a specific tool called "Rutinas de corrección," which serves as a progress monitoring strategy embedded within the instructional process. These routines guide the teacher through steps to address decoding and encoding errors as they occur. For example, if a student misreads or misspells a word, the teacher is provided with a script to correct the mistake while helping the student recognize patterns and self-monitor. The goal is not only to support immediate correction but also to develop students' ability to self-correct while reading and writing.

The *Guía del maestro* assessments include an "Evaluación semanal" and an "Evaluación de la unidad" recording sheet. Teachers can use it to track class performance on tasks such as encoding sounds and words, writing "Superpalabras," and completing oral assessments. It also provides space for individual reading records. Students complete written assessments in their *Cuaderno del estudiante*, and the teacher scores them using the recording sheet. For example, teachers can monitor whether students can encode initial sounds or read simple high-frequency words and then plan the next instructional steps accordingly.

The materials provide recording sheets for the 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 assessment, individual reading assessment, and an optional decoding assessment.

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

The *Cuaderno del Estudiante* provides the assessment pages for students to use during the whole-group assessment at the end of each Sesión 5. The assessment is aligned to the objectives practiced and reinforced throughout the week. For example, the *Cuaderno del estudiante* has pages at the end of Unidad 1, Semana 3, that show where students record their answers under the section "¡Repasemos!" Students listen and write the letters, listen and write the words, listen and write the high-frequency "Superpalabras," and listen and write the sentences. These are aligned to the *Guía del maestro's* progress monitoring recording sheets.

In the *Guía del maestro*, each unidad includes a scripted "Evaluación semanal" that targets specific phonics skills introduced during that week, aligning with progress monitoring tools to track student progress over time and support the continued monitoring of previously taught skills to ensure retention and mastery.

The materials include the "Evaluación semanal" and the "Evaluación de la unidad" in every unidad. These assessments focus on decoding multisyllabic words, reading high-frequency words, and reading fluency. After each "Evaluación semanal," for example, a "Pasos siguientes de instrucción" section is provided, offering guidance for the teacher on students who are not making progress. A chart is provided with suggested activities and support tips to help teachers decide how to follow up and provide extra practice for students when needed.

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 to make appropriate instructional decisions to accelerate instruction. The *Guía del maestro* includes a chart titled "Registro de evaluación semanal/unidad." Teachers use this tool to document student performance in reading fluency, writing, and oral reading skills. The chart includes spaces to track scores from the "Evaluación individual de lectura" and "Evaluación semanal." This supports teachers in identifying instructional gaps and helps plan the next steps based on student needs.

The *Guía del maestro* includes "The Pasos siguientes para instrucción para la clase," a chart that outlines the actions teachers should take based on students' performance on the assessments. For example, the chart indicates that when students make errors while encoding written letters, they require additional instruction on sounds and syllables. The materials provide a quick assessment under "Comprobar" to track student progress and make instructional decisions to accelerate instruction. For example, in Semana 14, Sesión 4, the teacher asks the students if they recognize the suffix *-ción* or if they can segment words with closed syllables with the letter *b*. The teacher then adjusts the lessons after the assessment results.

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

The *Guía del maestro*, "Estrategias y apoyos para los estudiantes," in the front pages of the guide, provides teachers with various types of support, including strategies and examples of actions to take when students struggle with phonological awareness, phonics, or reading. For instance, included on these pages are examples that demonstrate how students need help with phonics. Teachers can use the information under "Transferencias" to help them identify that the sound the letter *b* makes is the same in both English and Spanish.

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.

The materials include data management tools for tracking whole-class student progress, allowing for the analysis of patterns and identification of student needs. For example, in the Unidad 6 evaluación, Semanas 26–30, parte 4: leer textos nuevos," the teacher specifies whether students regularly make spelling errors. If so, the teacher compares the results with parts 1, 2, and 3. If a pattern is observed, then the teacher reviews sounds /rr/, /y/, /ll/, /s/, /z/, /ce/, /ci/, /ge/, /gi/, /j/, /h/, /gue/, /gui/, /gue/, /gui/, dieresis, diptongos and hiatos.

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

The materials include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. The frequency of meetings with small groups is based on the strengths or needs of the students. For example, in "Flexibilidad en tiempos sugeridos de enseñanza," the materials state that the teacher should teach one part of the lesson to the whole class and other parts to small groups, according to the students' needs. The instructions state that the frequency of meetings with struggling students is higher than those for high-performing students.

The materials include specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. The differentiation found in the *Guía del maestro*, for example, includes challenging activities assigned to high-performance students under "Apoyo a diferentes necesidades de estudiantes: opción de diferenciación." It provides teachers with suggestions on how to differentiate instruction, such as incorporating the learning into a game, like "Empareje las sílabas."

The materials guide the frequency of progress monitoring through small-group suggestions and times for intervention. For example, "Flexibilidad en tiempos sugeridos para grupos pequeños" provides a "Plan semanal" and tips 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 teacher guidance that explains how data from a progress-monitoring assessment can be used to plan small-group instruction to address learning gaps. For example, "Flexibilidad en tiempos sugeridos de enseñanza" states that teachers should prioritize meeting with students who have the highest needs most frequently and provide whole-group instruction for new concepts or those with less variation in readiness levels.

The materials guide the teacher with instructions for students who are ready for the next instructional objective. It includes a list of words in line five for students who have shown mastery of concepts. For example, in Semana 22, Sesión 1, there is a box of words with varying levels of complexity to ask students to decode. It states line five is for students who have shown mastery.

The materials include guidance under "Pasos siguientes de instrucción" following both the "Evaluación escrita de toda la clase" and the "Evaluación individual de lectura." The materials direct teachers to revisit lessons when students skip one or two items within a category and follow the corresponding instructional recommendations. They support instructional adjustments based on data from the "Evaluación semanal" and the "Evaluación de la unidad."

5. Foundational Skills

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

5.B Oral Language

5.B.1 Oral Language Development

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

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

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

In the *Guía del maestro*, Semana 18, Sesión 3, under "Leer palabras largas," instruction begins with the "Enseñar" section, where the teacher reviews previously introduced suffixes such as *-dar*, *-ita*, and *-ísimo*, and explains that longer words are composed of syllables. In the "Demostrar" section, the teacher writes the word *entrevista* on the board, segments it into syllables (*en-tre-vis-ta*), and prompts students to repeat and write the word collaboratively. During "Aplicar," students practice segmenting and reading multisyllabic words such as *trabajador*, *trompetista*, and *estrellita*, first in group settings and then individually. For students requiring additional support, the use of "Tarjetas para formar palabras" is recommended to reinforce syllable segmentation. These instructional routines promote the development of oral language.

In the *Guía del maestro* in Semana 20, Sesión 4, the "Superpalabras" routine features weekly words like *eso*, *mundo*, *nombre*, and *solo*. The teacher first guides students to verify spelling and make corrections if needed. The students then read each word aloud, segment it into syllables, and use it in written sentences. In pairs, students read their sentences aloud and share them with the class. This structured routine provides repeated oral opportunities with academic vocabulary, supporting fluency and expression.

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 to engage in social communication for different purposes. In the *Guía del maestro*, Unidad 1 "Resumen de la unidad: Nos llevamos muy bien," under the section "Hacer

conexiones," the teacher prompts students with the question: "¿Qué podemos hacer para llevarnos bien?" Students are invited to share their opinions with a partner and then with the class. This activity promotes purposeful social interaction and encourages students to share their personal values and experiences in a group setting.

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 *crear*, *especial*, *idea*, and *imaginar*, which allow students to discuss their ideas. In Semana 8, Sesión 4, there is a section for students to make connections to themselves and the topic, questions such as "¿Qué otras historias les recuerda esta lectura? ¿En qué se parecen todos los personajes de los cuentos de esta semana?"

In the *Guía del maestro*, Unidad 6, Semana 26, under the section "Introducir la unidad: La tierra y el agua," the teacher uses the *Cuaderno del estudiante* to prompt students to reflect and share orally. The teacher asks: "¿Conocen algún lugar que tenga una característica especial en el pasaje? ¿Por qué a las personas nos gusta dar caminatas por montañas y cañones?" These prompts allow students to share ideas using content vocabulary and to make connections between the text and real-world knowledge. This provides students with an opportunity to engage in communication for different purposes.

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

The materials include authentic opportunities for students to engage in discussion to understand information and share ideas. In the *Guía del maestro* Unidad 1, Semana 1, under "Introducir la unidad: Nos llevamos muy bien," the teacher guides students to open their *Cuaderno del estudiante*. The teacher activates student background knowledge by asking them: "¿Qué cosas pueden hacer para mostrarle a los demás que los aprecian?" and "¿Cómo se sienten cuando alguien los ayuda a resolver un problema?" These questions encourage students to listen actively to the teacher and their peers, understanding how people and characters demonstrate positive relationships.

The *Guía del maestro* includes opportunities for students to listen, ask questions, and engage in discussion. For example, in Unidad 1 "Resumen de la unidad: Nos llevamos muy bien," under "Hacer conexiones," the teacher facilitates a class discussion around the question: "¿Qué podemos hacer para llevarnos bien?" Students are first invited to discuss with a partner and then share their thoughts with the class. This guided routine helps students explore ideas through peer interaction and refines their understanding through academic discussion.

The materials include opportunities for students to engage in discussion and sharing of ideas. For example, in the *Guía del maestro* Semana 18, Sesión 4 Hacer conexiones, the materials include

opportunities where students retell the story to partners and then ask them, "What state would you like to visit and why?" Students share their ideas with their partners.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

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

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

The *Cuaderno del estudiante* provides systematic instruction on the letter-sound relationships in an order that allows application to basic decoding and encoding in Spanish. For example, in Semana 1, Sesión 3, under the "Fonética" practice page, students read six words and write the name of each under its corresponding image, such as *huevo*, *llave*, *oveja*, *vela*, *ventana*, and *uvas*. This activity provides students with an opportunity to decode and encode in Spanish.

In the *Guía del maestro*, Semana 12, Sesión 2, under "Codificar palabras," the teacher reviews words with the consonants *s* and *l*. Students listen to and write dictated words such as *costa*, *salto*, and *extra*. The teacher supports encoding by stretching the pronunciation of each word, syllable by syllable, and students record their spelling in the *Cuaderno del estudiante*. This practice reinforces sound-letter connections during guided writing.

The *Guía del maestro* includes explicit and direct instruction introducing the letter-sound relationships for application of basic encoding and decoding. For example, in Semana 18, Sesión 1, under "Leer palabras largas," the teacher introduces the consonant blend *br* using a two-column chart. The teacher models how to decode syllables and read words like *brazaletes* and *diciembre*. Then, students read and write syllables from the first column (e.g., *a-som-bro-so*) to form multisyllabic words. This explicit routine builds students' decoding skills through modeled blending and guided syllable construction.

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 (direct) instruction in Spanish focused on connecting phonemes to letters within words. In the *Guía del maestro*, Semana 1, Sesión 3, under

"Fonética: Palabras con v," the teacher reminds students that the /b/ sound can also be represented by the letter v. The teacher writes and reads words such as *vida*, *vaso*, and *verde* aloud, then models how to segment and pronounce the syllables. For example, the teacher says: "Cuando leo la palabra vivimos en voz alta, escucho tres sílabas: vi-vi-mos." The teacher continues modeling with words such as *vagón* and then invites students to do the same with additional words, including *avena*, *volar*, *pavo*, and *ave*. The *Guía del maestro* also references the "Rutina de corrección" to guide students in identifying and self-correcting common spelling and pronunciation errors with the letters *b* and *v*.

The *Guía del maestro* includes guidance on how to connect phonemes to letters with words in Spanish, with recommended feedback for students based on common errors and misconceptions. Every session has a tip for checking for mastery. For example, in Semana 2, Sesión 6, there is a "Comprobar" tip for teachers to check if students can segment words with the phoneme /y/ in *ll*. It includes guidance on what to do if students have not yet mastered the objective, using the letter cards to make the word *valle* and then segmenting it to read it, reminding students that the two *l* letters will always stay in the same syllable.

In the *Guía del maestro*, Semana 28, Sesión 3, under "Fonética: Palabras con gue, gui, güe, güi," the teacher begins by explaining that the /g/ sound in *gue* and *gui* is pronounced the same in Spanish and English, as in the word *guitarra*. The teacher models the pronunciation using words such as *guepardo*, *vergüenza*, *hoguera*, and *pingüino*. Students are reminded that the *u* is only pronounced when it has a diéresis (*ü*), as in *agüita*. The teacher emphasizes this difference and invites students to work in pairs to break the words into syllables and read words from a list, reinforcing accurate pronunciation and clarifying a frequent misconception.

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 and/or resources in Spanish for students to develop, practice, and reinforce the application of letter-sound correspondence. The *Cuaderno del estudiante*, for example, in Semana 3, Sesión 3, features activities where students must sort eight words into categories based on whether they contain soft /r/ or hard /rr/ sounds, such as *reloj* and *correo*. The sounds are reviewed for the current week and from previous lessons.

The materials provide opportunities for students to develop decoding skills within authentic Spanish decodable connected text. In Semana 12, Sesión 4 under "Lectura compartida," students read the story "¡Medusas en la playa!" The teacher models the decoding of words ending in *c*, such as *Héctor* and *doctor*, and reviews the "Superpalabras de la semana." Students read chorally and identify familiar syllable patterns in context, reinforcing decoding within meaningful print.

The materials include activities to reinforce through cumulative review their understanding of applying letter-sound correspondence. In the *Guía del maestro*, Semana 24, Sesión 1, under "Leer palabras largas," the teacher reviews words with diphthongs and triphthongs taught in previous semanas and unidades. The teacher draws two columns on the board and writes the syllables *U-ru-guay* in the first column. The teacher models syllable segmentation and guides students to decode each part. Then, students repeat the process, identify syllables with diphthongs or triphthongs, and build new words with similar patterns.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.E.1a	All criteria for guidance met.	1/1
5.E.1b	All criteria for guidance met.	1/1
5.E.1c	All criteria for guidance met.	3/3
5.E.1d	All criteria for guidance met.	4/4
—	TOTAL	9/9

5.E.1a – Materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and/or multisyllabic words as outlined in the Spanish TEKS. (PR 2.A.1)

In the *Guía del maestro*, the lessons introduce syllables with consonant blends in a gradual progression. For example, Semana 15, Sesión 1, under "Palabras con pl," the teacher models the combination /pl/ saying: "Cuando leo la palabra plano en voz alta, escucho dos sílabas: pla-no." Then, students practice with a list of words such as *soplido*, *placa*, and *planilla*. In Semana 20, Sesión 1, under "Palabras con pr," the teacher models the blend /pr/ by saying: "Voy a leer la palabra primero. Escuchen las sílabas: pri-me-ro. Ahora díganme la primera sílaba." Students respond with *pri*. The teacher guides the students in practicing with words like *prueba* and *prado*. This sequence supports students' gradual mastery of decoding multisyllabic words containing consonant blends, progressing from blends like *pl* to more complex blends like *pr*. The materials include a systematic sequence for introducing sound-spelling patterns and syllable combinations to decode single and multisyllabic words.

The *Cuaderno del estudiante* includes a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and multisyllabic words. For example, decoding diphthongs practice is provided in the latter part of the year, in Semana 22, Sesión 4, by reading decodable text with an emphasis on *ua*, *ue*, *uo*, such as *luego*, *fue*, and *afectuoso*.

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

In the *Guía del maestro*, Semana 5, Sesión 1, under "Fonética: Palabras con h," the teacher models how to read words with silent *h*. The script states: "Cuando leo la palabra hoja en voz alta, escucho dos sílabas: ho-ja. La primera sílaba tiene una h, que nunca se pronuncia. Entonces, solo pronuncio la vocal que viene después, o. Para leer la palabra completa, leo dos sílabas juntas: hoja." The students repeat the routine

with a list of words such as *humo*, *hamaca*, and *deshacer*. The materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns, and this lesson supports students' understanding of silent letters in Spanish through explicit modeling and repetition.

The *Guía del maestro* provides teacher guidance and explicit (direct) instruction for grade-level sound-spelling patterns such as consonant blends (*pl*, *br*, *cl*). In Semana 15, Sesión 1, the teacher reviews decoding words with *pl* such as *plano*, *simple*, and *aplicar* before beginning instruction on diphthongs. In Semana 21, Sesión 1, the teacher is instructed to write a word and separate it into syllables: "Diga a los niños que van a repasar palabras con los diptongos ai, ei, oi." There is direct teacher guidance to provide instruction for sound-spelling patterns.

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

The materials include a variety of activities and/or resources authentic to Spanish for students to develop, practice, and reinforce grade-level sound-spelling patterns. In the *Cuaderno del estudiante*, Semana 9, Sesión 3, students complete an activity in which they categorize words based on syllables that produce the /s/ sound, such as *si*, *ci*, *is*, and *iz*. Students are prompted to match each word to its correct spelling pattern using examples like *mesita*, *cisne*, *nariz*, and *cristal*. This type of sorting task provides students with repeated practice in complex syllabic structures to develop spelling accuracy in Spanish.

The *Guía del maestro* includes 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). For example, Semana 13, Sesión 3 features the "Enseñar" section to support students in developing sound-spelling patterns, such as closed syllables with the /p/ sound. The "Demostrar" section has students practice the skill through modeling, such as "Voy a leer cada sílaba: cap-tu-ro. Ahora voy a leer la palabra entera, capturo. Digan la palabra conmigo, capturo." The "Aplicar" section provides additional practice and reinforcement through extra words and feedback as needed, including *reptil*, *adapto*, *captar*, and *aceptar*.

In the *Guía del maestro*, Semana 27, Sesión 5, under "Repaso acumulativo: Palabras con ce, ci, s y z," the teacher is guided to use the *Cuaderno del estudiante* to review the target sound-spelling patterns before the "Evaluación semanal." Students are asked to read the word bank and complete sentences using words such as *cigüeña* and *guitarra*.

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 *Guía del maestro* provides a variety of resources in Spanish to support students in decoding words that include taught sound-spelling patterns, both in isolation and in authentic Spanish decodable connected text that builds on previous instruction. For example, Semana 1, Sesión 3 guides teachers to support students with the /b/ sound in words with *v*. After writing *vivimos* on the board, the teacher says, "Cuando leo la palabra vivimos en voz alta, escucho tres sílabas—*vi-vi-mos*. Para leer la palabra completa, leo las tres sílabas juntas: *vivimos*." There is additional practice and application through teacher modeling, shared practice, and a check for understanding.

In the *Guía del maestro*, Semana 7, Sesión 2, during "Leer la Lectura conectada: Un regalo maravilloso," the teacher reads aloud a decodable text with target syllables such as *j*, *gi*, *ge*, and *ja*. Students follow along while the teacher emphasizes words like *dibuja*, *julio*, and *ojos*. After the first read, students read the story chorally and identify the taught syllables in context. This activity reinforces decoding skills by embedding taught syllable patterns in authentic, connected Spanish text.

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. For example, in the *Guía del maestro*, Semana 29, Sesión 1, under "Ortografía: Palabras con tilde en la i," the teacher introduces words with hiatus formed by accented vowels (*ía*, *íe*, *ío*, *eí*). The teacher explains that when two vowels belong to different syllables and one is accented, it creates a hiatus, and says: "Cuando veo la palabra tíos, escucho dos sílabas: tí-os. Para leer la palabra completa, leo las dos sílabas juntas: tíos." Students then repeat the process with teacher modeling using additional words such as *ríe* and *país*, and take turns reading words like *oír*, *desvío*, and *alegría*, identifying and pronouncing the syllables separately. This activity helps students isolate and decode complex vowel combinations.

5.E.3 Morphological Awareness (1–3)

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

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

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

The materials provide a structured and authentic Spanish sequence that introduces grade-level morphemes. In the *Guía del maestro*, Semana 4, Sesión 4, under "Análisis de Palabras," the teacher introduces palabras compuestas using examples of words such as *trabalenguas* and *girasol*. The teacher explains that compound words are formed by combining two shorter words that, when joined, create a new word with a different meaning. In Semana 5, Sesión 4, under "Análisis de Palabras," students are introduced to the prefixes *re-* and *des-* through words like *rehacer* and *deshacer*. The teacher explains that the prefix *re-* means to do again, and the prefix *des-* means no, or the opposite. Students identify the prefixes in familiar words and begin associating them with their meanings. This early introduction lays a foundation for students to understand how morphemes influence word meaning, supporting both decoding and vocabulary development.

The *Cuaderno del estudiante* include a systematic and authentic Spanish sequence for introducing grade-level morphemes. For example, in the *Cuaderno del estudiante* for Semana 2, Sesión 1, there are six images and six words in a word bank, all beginning with the letter *c*, and the instructions read as follows, "Lee las palabras. Escribe cada palabra debajo de la imagen correcta." In Semana 12, Sesión 1, eight words are provided to the students to be sorted into two categories: "sílabas que terminan en s/sílabas que terminan en l." This shows a systematic sequence of phonics instruction.

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* includes 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, in Semana 5, Sesión 4, there is a scripted routine for teachers

to explain and lead application of the prefixes *re-* and *des-*. The teacher explains the meaning of the prefixes and writes a sentence, "Miguel está despeinado," as an example. Then, the teacher writes three sentences to use as examples for students to apply the prefix skills to other words. Students identify the prefix and the meaning of the words, and the teacher asks the students questions such as "¿Cuál es el prefijo en la palabra destapada?"

The *Guía del maestro* includes 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, Semana 17, Sesión 2 includes a section "Análisis de palabras" for teachers to explain the suffixes *-ísimo* and *-ísima* and to explain how the suffixes change the meaning of the base words. The script guides the teacher to write the word *bueno* and explain to the students that they will add the suffix *-ísimo* to the word. The materials prompt the teacher to say, "Cuando una palabra termina en vocal y le queremos agregar este sufijo, le quitamos esa vocal final. La palabra nueva que se forma es *buenísimo*." The materials provide additional applications and teacher-led practice with this skill by having students form sentences with new words.

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

The materials include a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills (through cumulative review). For example, in the *Cuaderno del estudiante*, Semana 1, Sesión 2, "Análisis de palabras artículos" el, la, un, una según el género," the students add the four given words to the correct article, according to the *género* of the word. Then, to review the skill, the students write the given nouns in the corresponding column, according to the *género*.

The *Cuaderno del estudiante* includes a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills. For example, in Semana 2, Sesión 4 the student workbook provides an activity where students read five singular words: *hoja*, *luz*, *papel*, *voz*, and *color*, and then write the plural form in its correct column, adding an *s*, *es*, or *ces* to form proper words. It also has a guided script for teachers to support students in forming plural words, such as *mesa/mesas*, *papel/papeles*, and *pez/peces*. This is a review of the skill from "Sesión 2" of the same week, guiding students to create sentences using the plural forms of other words.

The materials include a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce grade-level morphological skills. In the *Cuaderno del estudiante*, Semana 17, Sesión 4 students are reminded that the suffixes *-ísimo* and *-ísima* mean *muy*. Therefore, the last vowel in the word is removed when the suffix is added. Then, students are asked to read the words, use them to create words with *sufijos -ísimo* and *-ísima*, and write the words in the line provided. Students then read and practice words with *sufijos -ísimo* and *-ísima* in the text "La buenísima de Boston."

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/or 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. For example, in the *Cuaderno del estudiante*, students are provided with a list of words related to the current skill, plus words from earlier weeks, along with sentences to read aloud in Sesión 1, Semana 18. Then, in Semana 5, Sesión 2, the students write six words with prefixes *-re* and *-des*, matching the words next to their meanings.

In the *Guía del maestro*, Semana 17, Sesión 4, under "Análisis de Palabras: Sufijos *-ísimo*, *-ísima*," the teacher introduces the *sufijos* and explains that when a word ends in a vowel and when the suffix *-ísimo* is added, the students need to remove the final vowel and add *-ísimo*. The new word is *altísimo*. The teacher guides students to clap for each syllable in *tarde* and then in *tardísimo* to highlight how suffixes add syllables. Students then identify the suffix *-ísimo* in several sentences and complete an oral routine where the students generate sentences using words with the suffixes *-ísimo* or *-ísima*. 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.

The *Cuaderno del estudiante* includes a variety of activities 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. For example, Semana 18, Sesión 4 includes an activity for students to read a passage, "America del Norte," with the weekly phonics focus on "palabras con *br* como *sobre*." In the "Superpalabras" section, students read sentences with missing high-frequency words and complete them using the word bank provided, which includes words such as *entre*, *mismo*, *otro*, and *sobre*. This section also provides a review of words with *tr* and new practice with words beginning with *br*.