

Curriculum Associates, LLC

Spanish Phonics, K

Mosaico, Grade K

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9781663057877	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 Not in Report	3	Flags Not in Report	Flags in Report	0

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	25 out of 26	96%
2. Progress Monitoring	25 out of 26	96%
3. Supports for All Learners	25 out of 25	100%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	71 out of 73	97%

Breakdown by Suitability Noncompliance and Excellence Categories

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

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	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 yearlong scope and sequence of concepts for literacy instruction located in the *Guía del maestro*. It shows how and when these concepts occur throughout the grade level. The materials recommend an intentional sequence of units, considering the connections between foundational skills (e.g., phonics, fluency, and phonemic awareness) and knowledge-building skills, as outlined in "Fundamentos Secuencia de enseñanza." The scope and sequence outline the Texas Essential Knowledge and Skills (TEKS) taught in the course.

The materials include a weekly phonological awareness and phonics plan. The scope and sequence include references to the TEKS. It outlines instructional skills and concepts by week and unit, and it identifies the corresponding grade-level standards.

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 the pacing for 30 weeks and 36 weeks to support effective implementation of various instructional calendars. For example, the "Plan semanal" for each of the six *unidades* (units) 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.

The materials include a pacing guide or calendar with lessons and activities for 30 and 36 instructional weeks in the *Guía del maestro*. The guide consists of the "Secuencia de enseñanza," which contains six

unidades with five weekly sesiones each. Each week comprises four lessons, requiring 45 minutes of whole-group instruction and 10–15 minutes of small-group instruction. The *Guía del maestro* includes suggestions for prioritizing certain skills in whole groups and others in small groups, aligning with the needs of the students in the classroom.

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

The materials explain the connection between learned skills and new ones. The materials outline the rationale behind the five pillars of reading, grounded in the science of reading. They explain the strategic connections among six domains: concepts of printing, handwriting, phonics, phonemic awareness, word analysis, and vocabulary and fluency, to develop and reinforce reading skills. A diagram presents the contribution of integrating these six domains to achieve learning goals. This rationale applies to the reading skills taught with the unidad order on how concepts to be learned connect throughout the course.

The materials feature an anchor graphic showing learning components in the "Plan semanal" for each week (five weeks for each unidad), serving as a reference for teachers. The "Introducción" at the beginning of each weekly unidad summarizes the phonological awareness/phonics, unit text, key skills, and themes across all six unidades. However, no graphic or written rationale exists for the interconnection between the unidades and their themes. The *Guía del maestro* includes weekly pacing within each unidad and explains the connection between unit themes throughout the course.

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

A guide to plan and teach each week is present, and a diagram and a table focusing on each sesión skill are evident. 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. For example, Unidades 4–6 reinforce previously taught words, connect learning to the texts, and assess students' understanding of the unidad theme, supporting lesson-level internalization.

The materials include teacher guidance for unidad and sesión internalization by giving scripts and guidance using pictures to introduce concepts, how to connect to the unidad themes, making predictions, and reviewing. The *Guía del maestro* provides a "Cómo funciona" section explaining the unidad, semana (week), and sesión structures. The guide to plan and teach the unidad is evident, giving internalization and differentiation for the whole class and small groups.

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

The materials include resources for instructional leaders to support teachers with implementing the materials as designed. For example, under the "Planning Biliteracy: Scheduling and Instructional Minutes Allocation" section, the *Biliteracy Implementation Guide for School and District Leaders* explains to teachers how they can use the "Biliteracy Instructional Priority Matrix" for *Mosaico: Fundamentos* to help guide the allocation of instructional time. The matrix resource serves as a strategic guide, assisting teachers in optimizing Spanish literacy development and allocating weekly instructional minutes in a way that is practical for teachers.

The materials guide instructional leaders in assisting teachers with implementing the materials as designed. For example, the materials include guidance for required implementation minutes that leaders can use to support effective instruction.

1.2 Unit-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.2a	All criteria for guidance met.	2/2
1.2b	All criteria for guidance met.	2/2
—	TOTAL	4/4

1.2a – Materials include comprehensive unit overviews that provide the background content knowledge and academic vocabulary necessary to effectively teach the concepts in the unit.

The *Guía del maestro* includes an "Estructura de una unidad" that provides an overview of the weekly skills and the integrated themes, offering a framework for what will be taught throughout the unidad. The "Plan semanal" provides teachers with 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: phonological awareness, letter recognition, and print awareness. For example, the student objectives of Unidad 1, Semana 1 are to count words in a sentence, recognize letters A–N, identify rhymes, and combine letter sounds.

The materials include teacher guidance with a sequence of what they should do during each sesión. There are five sesiones per week in total. They provide academic vocabulary for teachers and students. The "Estructura de una semana" offers practice of previously learned skills. Sesión 2 plans a review of learned concepts in Sesión 1. Sesión 4 plans a review of concepts learned in Sesión 3, and so on throughout the unidades.

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 printable letter for families in both Spanish and English, which can be modified to include what students learned in a specific unidad, and suggestions to support their progress. For example, students are sent home with a book to read. The letter informs parents that students read this book in class as part of the "Reading Foundational Skills Curriculum" in *Mosaico: Fundamentos*. The letter also suggests that students read the book with help from their parents to extend the learning from the classroom to their homes.

The materials include a progress letter in both Spanish and English for families, indicating how students are progressing with the program and how families can continue to support students' skills at home. The letter also addresses a book sent home with the students. For example, the letter may explain that the book utilizes illustrations and photographs to help students learn more about one letter of the alphabet, including its appearance in print and the sound(s) it represents.

1.3 Lesson-Level Design

GUIDANCE	SCORE SUMMARY	RAW SCORE
1.3a	The materials do not include comprehensive, structured, detailed lesson plans required to meet content standards (aligned to the TEKS) because the TEKS is not present.	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 necessary to support instructional activities, references to assessments that determine content objective mastery, tasks, and activities with specific "Rutinas de instrucción" to develop grade-level 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 a la instrucción." It provides a "Seguimiento constante del progreso de los estudiantes" that explains the connection between the "i-Ready Diagnostic assessment," the ongoing formative checks within each lesson, and the end-of-unit summative assessments. The *Guía del maestro* omits the TEKS.

The material lesson plans include a list of materials necessary to support instructional activities, references to assessments that determine content objective mastery, tasks, and activities with specific "Rutinas de instrucción" to develop grade-level 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 a la instrucción." However, the materials do not include the TEKS.

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

The *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 read-aloud, shared reading, and print awareness, and 45 minutes for sounds and word work. It also includes a note for other suggested pacing based on available time.

The "Componentes del programa" section includes an overview of the teacher materials available for instruction. These include detailed lessons, instructional routines, quick tips, and assessments. It also lists foundational skills resources, such as "Tarjetas de articulación," "Tarjetas de sonido y ortografía," word-building cards, and articulation videos. This section also describes the materials used by students, including the *Cuaderno del estudiante*, Spanish sound books, and read-aloud, shared, and connected reading texts.

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

The materials provide suggestions on differentiating for students in varying levels of mastery as an extension, enrichment, or homework. For example, the "Tiempo sugeridos de enseñanza para grupos pequeños" section gives teachers tips on using the "Comprobar" in each lesson as a formative assessment and digital resources to support differentiation.

The materials include cumulative practice at the end of each *Cuaderno del estudiante*, and there is guidance with expectations on how to use homework at the end of each week. They include extended practice lesson materials in the *Cuaderno del estudiante* with explicit guidance on using lessons for homework or enrichment.

2. Progress Monitoring

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

2.1 Instructional Assessments

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

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

The materials include the "Evaluación de la unidad," which measures students' mastery of the specific skills taught throughout the unidad. The program schedules an "Evaluación de la unidad" every five weeks. The *Guía del maestro* provides whole-class written evaluations, individual reading assessments, and optional oral evaluations. For example, Sesión 5 of each week incorporates various tasks, such as identifying sounds and letters, writing letter-based words, and composing sentences aligned with the weekly objectives. The materials include diagnostic assessments that vary in types of tasks or questions.

The *Guía del maestro* provides a clear overview of the assessment system in the section called "Seguimiento constante del progreso de los estudiantes." The materials also offer several formative assessment options, which can be found in both the *Guía del maestro* and the *Cuaderno del estudiante*. The "Comprobar" section lets teachers check whether students are mastering the lesson's objectives. For example, in Semana 22, Sesión 1, teachers can assess whether students can write and read words with the letter *q*. 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* includes the section "Posibilidades de evaluación formativa," which explains each assessment tool, its purpose, and its application. This section also presents cumulative assessments, labeled "Evaluaciones de la unidad," and offers guidance for effective implementation. For example, it

describes written evaluations and individual reading assessments, and it advises teachers on how to use the results to inform subsequent instructional decisions.

The materials in the *Guía del maestro* provide illustrations, including those that define formative assessments. For example, the "Evaluación semanal" verifies understanding during the lesson and routines and suggests strategies for correction. Additionally, the illustrations provide an accurate method for using those assessments. They also serve the purpose of assessing possible misunderstandings, understanding the student's progress, and planning the next steps of instruction after the summative unit assessment.

The "Evaluación semanal" outlines the purpose of weekly assessments, emphasizing their role in monitoring early literacy development. The outline refers to written evaluations, individual reading assessments, and how teachers can use the results to inform the next instructional steps. Additionally, the *Guía del maestro* defines the use of other formative tools. For example, "Rutinas de corrección" helps teachers immediately address foundational reading misconceptions common at this stage. At the same time, the "Comprobar" section supports teachers in checking whether students have achieved key early learning goals.

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

The *Guía del maestro* provides guidance for administering both the "Evaluación semanal," and the "Evaluación de la unidad" to monitor student progress and inform instruction. In the "Recursos para el maestro" section, a dedicated area for assessments includes administration steps, scoring instructions, and suggestions for the next steps in whole-group teaching. For example, the guidance emphasizes the use of visual supports and oral language scaffolds during assessments to align with early developmental stages. The guide also offers tracking forms, tips for efficient administration, and clear instructions for scoring both written and individual evaluations.

The *Guía del maestro* provides scripts to ensure the administration of the assessments is consistent and aligned with the learned skills. For example, scripts instruct the teacher on what to say when administering the assessment, such as asking about the familiar sound in some words that the teacher says aloud or dividing a word into phonemes. The guide also includes a "Consejo" section that provides teachers with instructions on how to proceed for each section of the assessment. For example, there is a numbered list for teachers to follow on what to do during the weekly evaluation.

The *Guía del maestro* provides the scripted "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. For example, the guide provides teachers with tips on scoring instructional assessments accurately by giving sufficient time

and structure, such as administering the reading assessment individually while the rest of the class works on other activities quietly and independently.

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 checks (at the end of each session) and summative assessments (at the end of each week). The items are aligned with the daily and weekly objectives as outlined in their instructional matrix. The TEKS are included to ensure alignment.

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 about specific lesson goals. The assessment reflects the content and skills emphasized in the lessons and unidades. For example, oral language development and letter-sound relationships are highlighted in both instruction and assessment. The evaluations are connected to lesson and unidad objectives, and the specific TEKS associated with each lesson are explicitly identified within the assessment materials.

The materials include diagnostic, formative, and summative assessments aligned with the course and lesson objectives. They do identify the specific TEKS assessed in each unidad or lesson. Weekly formative assessments and summative assessments after each unidad are aligned with the objectives of the course, lesson, and unidad included in the *Guía del maestro*.

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

The *Guía del maestro* includes instructional assessments that are aligned with the objectives of each lesson. The level of complexity within the assessments varies depending on the skills being addressed. For example, assessment items include tasks such as sound recognition and syllable segmentation, which align with the phonological awareness focus of early literacy instruction. The specific TEKS being assessed are explicitly stated in the assessment items.

The *Guía del maestro* outlines the "Evaluación de la unidad," offering varying levels of complexity, including writing letter-sound relationships, identifying letters in a list, recognizing sounds, producing rhymes, and combining syllables. The materials include formative weekly assessments, asking, for example, to listen and write letters, progressing to asking to listen and write words and "Superpalabras."

The *Guía del maestro* provides an assessment at the end of each unidad, which includes a writing assessment for the whole class and a reading assessment for each student. For example, the writing assessment consists of two parts: connecting letters and sounds and writing letters. The reading

assessment consists of three parts: identifying letters, reading text aloud, and print awareness tasks. The progression of skills is evident, and the alignment to the 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	The materials do not include tools for students to track their own progress and growth.	1/2
—	TOTAL	4/5

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

The *Guía del maestro* instructs teachers to refer to the "Pasos siguientes a la instrucción" to make instructional decisions based on student responses. For example, if students make mistakes writing the wrong letter or sound in Parte 1, teachers need to compare it to Parte 2 and Parte 4. If a pattern of errors is identified, teachers provide additional instruction that focuses on sounds and syllables. This scoring information provides guidance for teachers to interpret student performance.

The *Guía del maestro* provides assessment guidance and scoring information to interpret student performance for formative checks in the "Evaluación semanal" and end-of-unit assessments. Instructions are included on how to assess students individually and as a whole class. For example, the materials provide instructions on how to score and record data in the "Registro de evaluación semanal." It explains how many points to give to each student depending on their responses to assessments.

The *Guía del maestro* includes the "Recursos para el maestro" section, which explains scoring guidance. For example, if a student misspells a word with the /c/ sound, the teacher is told to accept spellings like /k/.

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

The materials provide guidance on using the included tasks and activities to address student trends in assessment performance. For example, in the *Guía del maestro*, "Unidades 3a 6 parte 3 escribir Superpalabras," if students write correct sounds but incorrect letters, then the teacher should promote constant exposure to words with irregular patterns.

The "Recursos para el maestro" section "Pasos siguientes de instrucción para la evaluación escrita de toda la clase" outlines specific next steps to take when students need reinforcement on skills evaluated during the "Evaluación semanal" or the "Evaluación de la unidad." These include connecting letters and sounds, writing letters, encoding sounds, and encoding keywords. For example, if students wrote the wrong syllable or letter, the guide suggests reviewing specific sounds or syllables through focused

instruction. These supports help teachers adjust instruction according to student needs observed in assessment results.

The *Guía del maestro* provides a "Pasos siguientes a la instrucción" section for teacher guidance on how to respond to student trends after the "Evaluación semanal."

For example, in Semana 16, Sesión 5, there is a chart that describes what teachers should do depending on student responses; if students cannot count the number of syllables in a word, then they may need additional practice using visuals and clapping each syllable, modeling for them first and then giving them a new word for independent practice.

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

In the *Guía del maestro*, there is a "Registro de la evaluación semanal/unidad" that helps track student progress over time. This tool is divided by the specific skills assessed weekly, such as encoding sounds, encoding keywords, writing letters, and connecting letters and sounds. 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 phonics skills students need to master throughout the year. The materials do not include tools for students to track their growth or progress.

The *Guía del maestro* has a progress monitoring guide 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. There is no evidence to support the practice of students tracking their progress and growth.

In the materials, students record their responses to the "Evaluación semanal" and the "Evaluación de la unidad" in their *Cuaderno del estudiante*. This provides a record of their learning, allowing teachers to view individual progress over time. However, the materials do not include a tool that helps students track their growth or progress.

3. Supports for All Learners

Materials support educators in reaching all learners through design focused on engagement, representation, and action/expression for learner variability.

3.1 Differentiation and Scaffolds

Guidance marked with a (T) refers to teacher-facing components. Guidance with an (S) refers to student-facing components.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.1a	All criteria for guidance met.	3/3
3.1b	All criteria for guidance met.	2/2
3.1c	All criteria for guidance met.	2/2
—	TOTAL	7/7

3.1a – Materials include teacher guidance for differentiated instruction, activities, and paired (scaffolded) lessons for students who have not yet reached proficiency on grade-level content and skills.

The materials include "APOYO A DIFERENTES NECESIDADES DE LOS ESTUDIANTES: opciones de diferenciación," a guide that provides teachers with suggestions on how to differentiate instruction. These suggestions include making instruction visual by utilizing the letter cards offered, using the "Tarjetas de sonido y ortografía" and "Tarjetas de articulación" to present and review sounds and spelling, and using cards to build words. For example, in the "Rutina de fonética," the teacher provides explicit instruction on decoding and encoding skills every week. The teacher is guided to write and show the word *hubo*, then say the sounds for each letter, stating that there is no sound for the letter *h*. The teacher then combines the sounds and has students repeat. The teacher has students apply the learning with the word *hurra*. The materials suggest the teacher reference the guide if students struggle with the word *hurra*.

The *Guía del maestro* provides guidance for differentiated instruction and scaffolded lessons for students who have not yet achieved proficiency in the content and skills. For example, each week provides written scripts at the bottom of the instructional routine pages under the section "Apoyo a diferentes necesidades de los estudiantes: opciones de diferenciación." The scripts include instructions on using movement to support students, such as using a fist to represent separating words into syllables, as well as using visuals like counters to separate phonemes. The teacher can apply this instructional model in every lesson.

The teacher's guidance for differentiated instruction is modeled, for example, in "Rima y acento" and under "Apoyo a diferentes necesidades de los estudiantes: opciones de diferenciación." The teacher uses "Tarjetas con palabras" as an activity that includes manipulatives and visual aids to help students find

rhyiming words while collaborating in pairs. Also, the teacher reinforces instruction on identifying *sílabas tónicas* by saying each syllable of the week's words very slowly. The teacher asks the students to take a step forward when they say each syllable but jump when they say the *sílabas tónicas*. Additionally, the materials provide guiding questions along with read-aloud texts paired with each lesson to promote reading comprehension for students who have not yet reached proficiency in grade-level content and skills for every week.

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 "Enseñar" section of Unidad 5 introduces the vocabulary words that will be found throughout the unidad with a definition and an example for each of the four key words: *agua*, *pueblo*, *reír*, and *tocar*. Students are paired up and guided to identify images in their *Cuaderno del estudiante* that represent unfamiliar vocabulary they will encounter in their text.

The *Guía del maestro* Semana 21, Sesión 4 materials include pre-teaching or embedded supports for unfamiliar vocabulary and reference text. For example, under "¡Leamos!," teachers are given background on what they will be reading about for that week. For example, students will read about animals that swim, and the text "Carrera de gansos" will be about what Goloso decides to do in the race with his friends. The lesson also includes the vocabulary that will be taught in the unidad: *agua*, *pueblo*, *reír*, and *tocar*. The materials support the teacher by providing specific instances where they need to provide support with unfamiliar vocabulary, such as with "Sinónimos," where the teacher is asked to explain to students that the word *pegados* can also be said as *juntos*.

In Semana 27, Sesión 2, the materials include teacher tips called "Variaciones" that provide information about other vocabulary words with similar meanings, providing embedded support for vocabulary and references in text. For example, the word *colibrí* is known in other parts of the world by different names, such as *zumbador*, *tucusito*, and *picaflor*.

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—for example, the use of small-group instruction for targeted practice and review. The section "Flexibilidad en tiempos sugeridos de enseñanza" provides time and rotation schedules to ensure instruction aligns with the needs of students, such as those who require more phonics review or are ready for more fluency practice. This guidance can be applied on a weekly basis in all lessons. There is evidence for enrichment or extension activities for students who have demonstrated proficiency in grade-level content and skills.

The materials include differentiated instruction in the individual reading evaluations. For example, in Sesión 5, "Evaluación semanal Sonido /k/ de Qq y sonido /s/ de Zz," the materials provide different levels of sentences to use for differentiation with students placed in small groups, such as "No me quedan los zapatos," "Su voz es hermosa," "Me gusta mucho el arroz con leche," "Zulema tiene que ir al parque," "¿Quique tiene un pez azul?" and "¿Paquita llama a su mamá?"

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

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 prompts and guidance to support the teacher in modeling reading aloud. For example, in the text "Zulema, Quique y los zorros," the teacher models reading aloud with precision and fluency while the students follow along. If students have difficulty decoding, the teacher pretends to have found an unknown word and explains the strategy of sounding out each phoneme to help recognize it. The teacher models the approach and pretends to decode the unknown word.

In Sesión 1: "Presentar la lección," the materials guide the teacher in presenting the unit's theme, briefly review the unidad, provide context, and pre-teach vocabulary. For example, the teacher is guided on how to promote participation, discovering together with the students the purpose of reading aloud "Mi libro de lectura," "Leamos!," and "Zulema, Quique y los zorros," by identifying the noises they listen to during the reading. Also, guidance is provided for the teacher to correct the errors in the meantime.

The materials include explicit prompts and guidance to support the teacher in modeling phonics and language concepts through a structured lesson sequence. This structure follows a gradual release model: the teacher models the routine, students apply the skill in class practice (whole group, small group, or independently), and the teacher monitors for understanding or provides feedback. For example, in the *Guía del maestro*, Semana 25, Sesión 1, "Sonidos /ks/ de la letra Xx," the "Demostrar" section includes a scripted model: "Voy a combinar sonidos y sílabas para decir una palabra. Escuchen los sonidos y sílabas que digo: /e//ks//i//t/o/, e-x-i-t-o." Then the teacher prompts, "Tu turno: Voy a pensar en una palabra. Escuchen los sonidos y sílabas que digo: /t//a//x//i/, t-a-x-i." These step-by-step instructions help the teacher model the phonics concept for students.

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

The materials include lessons structured with a consistent sequence that consists of an instructional tip, explicit modeling, opportunities for guided and independent practice, and differentiation suggestions. In the *Guía del maestro*, Semana 13, Sesión 1, the routine begins with a teaching tip that reminds the teacher to use multisensory strategies when introducing the letter *Jj*. Then, the teacher uses the "Tarjetas

de sonido y ortografía" and the "Tarjetas de articulación" to model the /j/ sound with images of a *jirafa*. The routine guides the teacher to lead students through identifying and reading words like *jarrón*, *jala*, *jardín*, and *José*. Students reinforce their learning by singing the alphabet song while pointing to each letter on the "Tren de las letras," and then repeat this activity using the "Oruga del ABC." A reference table provides additional support strategies, including the use of movement, visuals, or small-group reinforcement, for students who require extra help.

The materials follow a consistent and predictable structure that enables teachers to deliver lessons effectively by utilizing multiple instructional strategies. In the *Guía del maestro*, Semana 3, Sesión 1, under "Los sonidos del español," each activity begins with a teaching tip and moves into a scripted routine. For example, the lesson guides the teacher through presenting the book, modeling vowel sounds, discussing images, and tracing letters with a finger. Students then work in pairs to identify initial sounds. The lesson includes formative checkpoints and guidance on adjusting support, along with strategies for differentiation based on individual student needs.

The initial pages of the *Guía del maestro* provide a model that teachers can use as guidance to deliver effective lessons and facilitate the use of a variety of instructional approaches. Under the section "Apoyo a diferentes necesidades de los estudiantes: opciones de diferenciación," there is guidance on what materials and strategies to use for effective delivery of content. For example, the materials suggest differentiating lessons by incorporating movement, such as lifting a finger when listening to sounds and touching a finger to thumb when separating phonemes, or adding visuals, like counters, to separate sounds, which can be applied every week in lessons.

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

The *Guía del maestro* includes a scripted model at the beginning pages of the guide that support multiple types of practice and teacher guidance for recommended structures to support effective implementation. For example, "Ejemplos de rotación de enseñanza para grupos pequeños" provides recommended times and rotation structures for teachers to maximize instructional time, such as working with groups one and two on reinforcing phonics and phonological awareness skills that were presented during whole-group instruction. In contrast, groups three and four have time allotted for fluency practice and writing. The teacher can incorporate this model in the weekly lessons.

The *Guía del maestro* Semana 10, Sesión 2 lesson "Segmentar palabras monosilábicas en sonidos consonánticos y vocálicos" includes a scripted sequence that outlines three types of practice. First, in the whole-group "Demostrar" section, the teacher says the following: "Voy a dividir la palabra mis en los sonidos que la forman: /m/ /i/ /s/." Then, students work in pairs to identify and segment other words, such as *tan*, *las*, and *mil*. Finally, students complete an independent activity using their *Cuaderno del*

estudiante to reinforce the skill. The lesson provides clear guidance for transitioning from modeling to small-group or independent work, ensuring students engage with the concept through multiple practice formats and settings. Additionally, it includes a section with suggested small-group instruction schedules, "Tiempos sugeridos de enseñanza para grupos pequeños," offering concrete rotation structures (30–40-minute blocks with three rotations) to help teachers manage time and differentiate practice effectively.

The materials support diverse practice formats (e.g., guided, independent, collaborative) and provide instructional guidance across settings (e.g., whole group, small group, individual). In the guided practice "Codificar palabras" in Semana 21, Sesión 4, the teacher uses "Tarjetas para formar palabras" to model blending phonemes to form *bigote*, then prompts students to apply the skill with *lago*. In the independent practice "Rutina para la ortografía," the teacher dictates *jugo*, *canguro*, and *garabato*, and students write them independently in their *Cuaderno del estudiante*. In the collaborative task "Superpalabras," students work in pairs to ask and answer questions using the words *muy*, *soy*, *veo*, and *yo*.

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 the *Biliteracy Implementation Guide for School District Leaders*, which outlines implementation strategies aligned with dual-language program goals. For example, the section on "Strands of Foundational Skills" provides a description of the skills and instructional implications for English and Spanish, including concepts such as print similarities and differences, where English has more monosyllabic words and Spanish has more multisyllabic words.

The materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. For example, the front pages of the *Guía del maestro* include a table that guides teachers to the effective implementation of support for the transfer between the two languages (Spanish/English). Additionally, "Estrategias y apoyos para estudiantes" and the section "Fonética" focus on sounds and spelling that are transferable to the English language. The students identify some words beginning with the letter of the lesson. Further suggestions for teachers include helping students identify *cognados* in the text. The guide provides the teacher with models to be applied to all lessons in the materials.

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

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

The materials include embedded guidance for teachers to support emergent bilingual students in developing academic vocabulary through oral discourse in teacher-directed routines to support the oral development of high-frequency and academic vocabulary. For example, in Semana 11, Sesión 2, during the "Superpalabras" routine, the teacher reinforces the spelling of each target word using multisensory activities. Students spell aloud the words *y* and *el*, march while saying each letter, and then write them in their *Cuaderno del estudiante*. The lesson also includes the use of "Tarjetas de Superpalabras" to model pronunciation and meaning. To enhance comprehension through oral discourse, the teacher supports it by connecting oral language tasks to thematic texts.

The *Guía del maestro* includes embedded opportunities for cross-linguistic connections. For example, under Semana 17: "¡Leamos!" and "Leer la lectura conectada," there is a section called "Cognados" where teachers are given guidance to explain to students that *hospital* is written the same in English and Spanish, but is pronounced differently because in Spanish, the *h* has no sound.

In the *Guía del maestro*, Semana 17, Sesión 3, opportunities are embedded for students to make cross-linguistic connections with similarities in academic vocabulary in words with *ch* throughout the sesiones. For example, under "Escuchar, Conciencia fonológica, Combinar fonemas y sílabas," there is a section called "Transferencias," where teachers are given guidance to inform students that the /ch/ sound in the word *noche* sounds similar to the initial sound in the English word "cheese."

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* provides systematic and sequenced instruction with research-based science of reading components, including foundational skills such as phonological awareness, concepts of print, letter formation, phonics, word analysis, and fluency. For example, the "Secuencia de enseñanza" section provides information and focuses on each component for all 30 weeks. Lessons begin with students recognizing the letters in texts, learning the sounds that letters make, and then continue with combining syllables, handwriting, combining phonemes and syllables, and progressing to more complex skills such as building words.

The materials include sequenced phonics instruction within each lesson. For example, in the *Guía del maestro* under the "Plan semanal," the phonics objective for Unidad 4, Semana 16 focuses on introducing the letter *Hh* and the /ch/ sound from *Ch/ch*. This section, titled "Enfoque de la fonética," helps teachers introduce one new skill at a time in a logical order that supports students as they develop their phonics knowledge.

The materials include systematic and sequenced instruction of phonics skills that build from simple to more complex concepts. In the *Guía del maestro*, the "Conciencia fonológica" section outlines a clear progression of skills. For example, instruction begins with activities like counting words in a sentence, identifying letter sounds, and recognizing rhymes. As the sequence advances, more complex phonics concepts are introduced. In Unidad 5, Semana 21, students begin segmenting syllables while learning the letter *g*, and by Unidad 6, Semana 26, they are working with more complex syllable structures, such as *sílabas trabadas pl* and *bl*. This progression helps teachers understand where to begin and how to scaffold instruction throughout 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 materials include explicit and intentional opportunities for ongoing practice of phonics (sound-symbol correspondence) skills in isolation. In the *Guía del maestro*, the initial pages include a model for every Sesión 1: "Presentar la lección" for whole-group instruction, and there is a specific "Conciencia fonológica" section with teacher-guided activities. The "Demostrar" subsection gives clear modeling instructions to help students manipulate sounds, letters, and syllables. Also, it includes routines for using "Tarjetas de sonido y ortografía" and "Tarjetas de articulación" in both group and independent settings.

The materials include explicit and intentional opportunities for ongoing practice of phonics (sound-symbol correspondence) skills in isolation. In the *Cuaderno del estudiante*, Semana 4, Sesiones 1–4, students complete a phonics practice page where they circle the pictures of items whose names begin with the /m/ sound. This activity reinforces daily phonics skills through independent application in student texts.

The *Guía del maestro* includes teacher-guided routines for phonics skills in isolation, including scripts and guidance for modeling each skill and monitoring student progress. For example, Semana 7, Sesiones 1–2 include scripted routines such as listening to sounds, segmenting phonemes, and forming words. Semana 7, Sesión 2 includes decodable stories in "Leamos" that integrate previously taught phonics patterns to solidify skills and fluency, such as words with soft *r* and high-frequency words.

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. Phonics instruction with teacher modeling was found in the *Guía del maestro*. For example, in Unidad 1, Sesiones 1–4, the teacher models the sound of /m/ by showing the "Tarjetas de articulación" and the "Tarjetas de sonido," demonstrating different words that begin with the /m/ sound. Then, students practice with other words, pointing to the letter *m*.

The materials include daily lessons with explicit phonics instruction that provide teacher modeling. In the *Guía del maestro*, Semana 6, Sesión 3, "Rutinas para Combinar Sílabas," in the section "Practicar y Ampliar," the teacher is guided on how to model blending syllables to form words. The script instructs the teacher on what to say to demonstrate this blending process before transitioning into guided practice with students. Also, the guide provides explicit daily phonics lessons with teacher modeling. The "Superpalabras" high-frequency words lessons begin with a teaching section, where the teacher presents the words using cards provided or written on the board, says the words aloud, asks students to repeat them, breaks them down into syllables, and asks students to write the words in their *Cuaderno del estudiante*.

The materials include daily lessons with explicit phonics instruction that provide teacher modeling. In the *Guía del maestro*, Semana 17, Sesión 1, "Presentar la lección," the section titled "Demostrar" provides a teacher script to introduce new phonics skills. This script guides the teacher to model the manipulation of sounds or syllables using precise language and routines before students begin guided practice. Instructions for teacher modeling read as follows: when teaching the letter *h* initial sound, show students the "Rutina para formar palabras." The teacher then says and writes the word *hubo*. Next, the teacher segments the sounds and combines them to form the word *hubo*. The lesson then allows students to speak and write the word by segmenting and blending the sounds for the word *hurra*.

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

The *Guía del maestro* initial pages provide instruction on the type of feedback to give based on student performance. The "Rutina de corrección" routine 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, the grade K routines provide 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.

The materials include daily opportunities for explicit guided instruction with guidance for immediate and corrective feedback. In the *Guía del maestro*, Semana 10, Sesión 1, within the scripted "Rutina para reconocer el sonido de las letras," the materials include bolded teacher prompts and suggested student responses to guide practice with initial sounds. For example, students are asked to identify the first sound they hear in *nene* (/n/) and repeat it aloud; the teacher then guides them to correct any errors immediately during this routine.

The materials include guided instruction with embedded opportunities for immediate and corrective feedback. In the *Guía del maestro*, Semana 22, Sesión 1, each lesson consists of a section titled "Comprobar" following the "Demostrar" and "Aplicar" steps. For example, after teaching the phonics skill of the /k/ sound, the teacher is prompted to ask, "¿Pueden los niños combinar los fonemas y las sílabas de las palabras con /k/?" The materials provide scripted suggestions for how to proceed if students are not yet successful, supporting timely and targeted corrective feedback.

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

The materials include a variety of opportunities for students to practice phonics skills through independent practice. In the *Guía del maestro*, Semana 9, Sesión 3 of the lesson focused on the sound /l/ from the letter *Ll*, the "Aplicar" section provides a scripted routine where students apply the taught skill. After the teacher models the second sound in the word *el* and the third sound in the word *mil*, students practice independently by segmenting and blending new words to reinforce their understanding of the target sounds.

The *Guía del maestro* lessons include specific guidance for collaborative work with partners to practice phonics skills. For example, in Semana 19, Sesión 4, there is a "Superpalabras" routine where students review the high-frequency words of the week by taking turns creating questions with the words *para* and *al*, answering the questions, and then switching roles. The materials also provide teacher modeling script examples such as "¿Cuándo salen al recreo? Al salir de clase."

The materials include opportunities for students to engage in collaborative learning to practice phonics skills. In the *Guía del maestro*, Semana 25, Sesión 2, under the "Superpalabras" activity, students work in pairs to take turns selecting a word card, reading it aloud, and having the rest of the class repeat the word together. This routine enables students to reinforce decoding and pronunciation through collaborative peer interaction, promoting structured learning.

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 for *Cuaderno del estudiante* includes an activity page where students fill in the blanks from a word bank of high-frequency words and are asked to write sentences using the words, along with an *r/rr* word, aligned with the Semana 3 objectives.

The materials include routines that provide a cumulative review of previously learned phonics skills. For example, in the *Guía del maestro*, during Semana 5, Sesión 4, in "Practicar y Ampliar" under "Reforzar la letra Pp," the teacher is instructed to display the letter cards from previous weeks in a random order. Students review letter recognition before applying it in their *Cuaderno del estudiante*, where they practice writing the letters.

The materials include opportunities for cumulative review of phonics skills through independent practice. At the end of the *Cuaderno del estudiante* in Semana 15: "Repaso acumulativo," there is a section divided by week and unit where students complete tasks to reinforce previously taught letters and sounds. For example, in the *Cuaderno del estudiante*, students listen to the teacher say the names of the workbook pictures, and the students repeat them. The student instructions read, "Escribe la letra que falta en los nombres: pi_a, ni_o, _ and ú, u_a."

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 a story, "Un kiwi para Kevin." The materials prompt the teacher to read sentences emphasizing words with the letter *k* and to have students hold up a finger for every word they hear, such as "Kika dibuja un kiwi con zapatos y bufanda," which contains eight words. The teacher and students repeat the activity with other sentences from the text.

The materials provide practice opportunities that align with previously taught phonics skills. For example, in the grade K *Guía del maestro*, in Semana 5, Sesión 1, under "Repasar," teachers are directed to reinforce letter recognition by showing "Tarjetas para formar palabras" from Semanas 1–4. Students are guided through reading and writing words like *pepa*, *pomo*, *puma*, and *mamá*. Then, the teacher is prompted to model the handwriting of these exact words in the *Cuaderno del estudiante*.

The materials provide practice opportunities that align with previously taught phonics skills. For example, in the *Cuaderno del estudiante*, Semana 11, Sesión 4, students are asked to identify, repeat, and write CVCV words, such as *foto* and *Sofi*, which ensures alignment with previously taught letter-sound relationships and supports continued phonics development.

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

The materials include decodable texts that incorporate cumulative practice of taught phonics patterns. For example, the Semana 4, Sesiones 3–4, *Cuaderno del estudiante* includes a "Lectura Compartida," where students revisit the letter *Mm* and read it aloud with the teacher. This allows students to apply the weekly phonics skills using previously introduced sounds.

The materials provide decodable texts that are aligned with phonics instruction. In the *Cuaderno del estudiante*, each lesson includes a "Lectura conectada" that uses "Superpalabras" and letter-sound correspondences from current and past instruction. These texts provide additional opportunities to practice decoding skills. For example, in Semana 17, Sesión 2, students read *Helena y sus amigos* to review the letter *h* and reinforce recognition and decoding of previously introduced sounds in context.

The *Cuaderno del estudiante* includes weekly decodable text aligned to the phonics skills. The text contains words that follow the phonics pattern, along with a list of high-frequency words taught during the week. For example, the text called "Once yoyos" includes high-frequency words in bold (*dice*, *esta*, *quien*, and *que*) and phonics practice with words that contain the letter *y*, aligned to Semana 25 objectives.

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

The materials provide detailed instructional guidance to offer opportunities for practice with decodable text. For example, the section "Los sonidos del español" in Semana 3, Sesión 4 provides instructions on how to model finding images in the "Las vocales" book. The teacher models locating images that begin with the letter *u*, such as *uvas* and *ukulele*. The script then instructs the teacher to give students the decodables. Students find other images that begin with the letter *u* during their independent practice.

The *Guía del maestro* materials provide detailed instructional guidance to provide opportunities for practice in isolation. Under the section "Combinar fonemas y sílabas" in Semana 19, Sesión 1, there is

teacher guidance to model how to listen and combine sounds with the intervocal /r/ such as *pero* and *miro*. The "Aplicar" section provides teachers with four additional words to give students extra practice, where three out of four have the same /r/ sound: *muro*, *aro*, *mora*, and *silla*. Students are asked to identify which word does not have the same sound.

The materials include an instructional focus with opportunities for students to practice phonics skills in isolation in the "Conciencia fonológica" routines provided every week. For example, in the *Guía del maestro*, Semana 21, Sesión 1, after the teacher models how to segment the word *ganso* into syllables and sounds, students clap for each syllable (*gan-so*) and identify individual phonemes (/g//a//n//s//o/). Teachers use cards for students to move forward as they hear each syllable or sound. This routine builds phonological awareness and supports decoding skills.

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*, Semana 1, Sesión 1 includes formative assessments designed to progress from simpler to more complex tasks and are developmentally appropriate. For example, in the "El Gran libro de lectura" section, there is a "Comprobar" assessment tool to check understanding and verify that students can identify the sound of the letter *b* in oral language, providing suggestions on how to proceed if not.

The materials include two key assessment tools, "Evaluación escrita de toda la clase" and "Evaluación individual de lectura," which are developmentally appropriate. The written assessment is divided into two parts: "Parte 1: conectar letras y sonidos" and "Parte 2: escribir letras." For example, in Semana 8, Sesión 5, students are assessed on letter identification and their corresponding sounds, followed by encoding uppercase and lowercase letters. The individual reading assessment focuses on decoding words with CVC and VCV patterns, showing a developmentally appropriate progression that begins with simpler tasks and gradually increases in complexity throughout the year.

The *Guía del maestro* supports teachers in providing developmentally appropriate assessment tools by offering choices for students to respond to two items instead of overassessing with multiple items. For example, the Semana 22, Sesión 5 *Cuaderno del estudiante* includes the "Evaluación semanal," which is appropriate in length and developmentally sound for kindergarten students. The workbook pages ask students to listen and write four letters, listen and write two words, and listen and write four high-frequency common words.

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

The "Pasos siguientes a la instrucción" at the beginning of the *Guía del maestro* provides guidance on how to interpret the students' data and adjust instruction based on their needs. For example, the *Guía del maestro* includes a chart with a series of if-then statements, such as in "Parte 2," where if students give

the correct pronunciation but write the wrong letters, they should receive frequent and consistent exposure to high-frequency common words with irregular spelling patterns.

The *Guía del maestro* initial pages feature an "Evaluación semanal" and an "Evaluación de la unidad" recording sheet chart. Teachers 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.

Within the daily phonics lessons, the materials provide a built-in progress monitoring tool titled "Comprobar," which serves as a quick formative assessment tool. This component appears at key points in instruction, allowing teachers to pause and evaluate whether students have acquired specific phonics skills. For example, in Semana 16, Sesión 1, after the spelling routine for the letter /r/, the section suggests assessing whether students can correctly encode initial /r/ words. If not, the guide recommends using "Tarjetas de sonido y ortografía" and "Tarjetas de articulación" as targeted support. These consistent checkpoints provide systematic and accurate ways to monitor phonics development, including phonological awareness, letter-sound relationships, word analysis, and oral reading.

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

The *Guía del maestro*'s weekly formative assessments and summative assessments, conducted after each unidad, provide opportunities aligned with progress monitoring tools throughout the entire year, enabling teachers to make informed decisions about the next steps in instruction. For example, "Rutinas de corrección" is a daily holistic assessment conducted during each lesson to identify and correct errors, and it is aligned with progress monitoring tools across the entire year, allowing teachers to make informed decisions about the next steps in instruction.

The *Cuaderno del estudiante* provides assessment pages for students to complete during the whole-group assessment conducted at the end of each week (Sesión 5). The assessment aligns with the objectives practiced and reinforced throughout the week. For example, at the end of Unidad 1, the *Cuaderno del estudiante* includes sections such as "Escuchar" and "Escribir," where students record their responses, write "Superpalabras," and complete "Escuchar" and "Escribir las oraciones." These activities align with the progress monitoring recording sheets found in the *Guía del maestro*, which teachers use to track student progress throughout the year.

The materials include an "Evaluación semanal" to monitor student understanding throughout the school year. For example, *Guía del maestro*, Semana 13, Sesión 5 features a section titled "Pasos siguientes de instrucción," which guides teachers in supporting students who do not demonstrate adequate progress.

The instructions include a table that provides targeted instructional suggestions and differentiated activities for students who need additional support.

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 in the initial pages include data-management tools for tracking individual student progress, enabling the making of appropriate instructional decisions to accelerate instruction. The *Guía del maestro* includes a chart titled "Registro de evaluación semanal/unidad." This chart enables teachers to track each student's performance in areas such as connecting letters and sounds, spelling keywords, and reading aloud. It includes space to record scores from the "Evaluación individual de lectura" and the "Evaluación oral opcional." The tool supports instructional planning by helping teachers identify which students need reinforcement or acceleration.

The *Guía del maestro* provides a quick assessment under "Comprobar" at the end of each sesión to track student progress and inform instructional decisions, accelerating instruction. For example, students are asked to count the number of words in a sentence. This tool for tracking individual student progress helps teachers make decisions in their lesson planning. For example, in Semana 1, Sesión 3, students are asked to recognize that the letter *h* is written even if it is not pronounced (silent sound). Then, after this, the next activity can be incorporated into the lesson.

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

The *Guía del maestro* provides a chart titled "Registro de evaluación semanal/unidad." This tool is used to document results from the "Evaluaciones de toda la clase" in skills such as connecting letters and sounds, writing letters, and spelling keywords. Teachers can use this chart to notice class-wide trends and adjust instruction when many students need additional practice with a specific skill.

The materials include data-management tools for tracking whole-class student progress, allowing for the analysis of patterns and student needs. In the *Guía del maestro*, for example, in the Unidad 6 evaluation labeled Semanas 26–30, Parte 4: "Leer textos nuevos," the teacher identifies whether the students

regularly make spelling errors. If so, the teacher compares the results with those from Partes 1, 2, and 3. If a pattern is observed, then the teacher reviews the /r/ sound.

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

The *Guía del maestro* includes a model on the first pages called "Tiempos sugeridos de enseñanza para grupos pequeños," which provides specific guidance on determining the frequency of progress monitoring based on students' strengths and needs. It enables teachers to form small groups, allowing them to differentiate instruction based on data obtained from formative evaluations. For example, teachers are provided with detailed examples of 30- to 45-minute session blocks for small groups.

The *Guía del maestro* includes guidance under "Pasos siguientes de instrucción" after the "Evaluación escrita de toda la clase" and the "Evaluación individual de lectura." These suggestions indicate what to do when students skip one or two items in a category and direct the teacher to consult specific instructional next steps. This guidance enables teachers to tailor instruction to meet the needs of students identified through the "Evaluación semanal" and "Evaluación de la unidad."

The materials include specific guidance on determining the frequency of progress monitoring based on a student's 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 suggestion is 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 frequency of meetings with struggling students is higher than that used with high-performing students.

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

The materials include teacher guidance that explains how data from a progress-monitoring assessment can be used to plan small-group instruction to address learning gaps. For example, the *Guía del maestro* model, as seen in the initial pages, titled "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 provide guidance for students who are ready for the next instructional objective. The *Guía del maestro* 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 that line five is for students who have shown mastery.

The materials offer guidance on how to accelerate learning based on progress monitoring data, enabling students to achieve mastery of specific concepts. The *Guía del maestro*, Semana 29, Sesión 5 provides

advice on how to accelerate learning for struggling students. For example, if students struggle with progress monitoring to add, remove, or change syllables in words, then the teacher should follow specific instructions depending on the type of error.

5. Foundational Skills

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

5.B Oral Language

5.B.1 Oral Language Development

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

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

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

The materials provide structured routines that support oracy through modeling, guided, and independent practice. Lessons follow a gradual release model that promotes the development of oral language. In the *Guía del maestro*, Semana 7, Sesión 1, under "Conciencia fonológica: Rutina para segmentar palabras en sílabas," the materials include a scripted routine to develop phonological awareness. In the "Modelar" section, the teacher says: "Voy a dividir una palabra en las sílabas que la forman. Escuchen la palabra que digo: suma." In "Decir las sílabas," the teacher claps once per syllable: "Voy a dar una palmada al decir cada sílaba de la palabra suma: su-ma." In "Aplicar," students practice segmenting words such as *mesa*, *Sami*, *sopa*, and *pisa* by clapping and saying each syllable with a partner. For students who require additional support, teachers are encouraged to use manipulatives, such as chips, to represent each syllable of a word.

In the *Guía del maestro*, Semana 23, Sesión 1, under "Conciencia fonológica, Combinar fonemas y sílabas," teachers read explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods. For example, in the "Rutina para combinar fonemas y sílabas," the teacher demonstrates how to combine sounds and syllables to form the word *gema*. The teacher begins by saying, "I am going to combine the sounds and syllables to form a word. Listen to the sounds and syllables that I say, /j//e//m//a/, which is ge-ma. The word is ge-ma." In "Aplicar," students are allowed to combine the sounds and syllables of the word *gemelo*. They follow the same routine that the teacher modeled. Students listen to the sounds and syllables, then combine them to form words, and then say the words. Students continue to practice speaking out loud, using words such as *giro*, *sol*, *parque*, and *girasoles*.

The *Guía del maestro* includes explicit (direct) and systematic instructional guidance on developing oral language and oracy through a variety of methods (modeling, guided practice, coaching, feedback, and independent practice). For example, the introduction to Unidad 5, Semanas 21–25 provides detailed instructions for teachers to encourage students to make predictions using the images in their *Cuaderno del estudiante*. It offers sentence frames to develop oral language practice in pairs and whole-group discussions, such as "Creo que este texto habla de ____ porque _____."

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

The *Guía del maestro* provides a summary at the end of Unidad 5 to review academic vocabulary and make connections with the themes, providing words like *agua*, *pueblo*, *reír*, and *tocar*, allowing students to discuss their ideas, such as "Vamos a contar cuentos sobre____," with peers and the teacher. These opportunities allow students to engage in academic communication.

The *Guía del maestro* materials include opportunities for students to engage in social communication for different purposes and audiences. For example, in Semana 12, Sesiones 1–2, a detailed script is available in the "¡Leamos juntos!" section. The teacher says, "Leamos como Beto y su papa buscan unas deliciosas frutas llamadas moras. ¿Conocen las moras? ¿Les gustan?" This provides students with an opportunity to engage in social communication with the teacher and peers before they begin reading.

The *Guía del maestro* includes opportunities for students to engage in academic communication. Under "Conciencia fonológica, Quitar fonemas," the teacher demonstrates how to delete a phoneme /s/ from the word *gestos* to form *gesto*. The teacher tells students to listen and says, "I am going to delete a sound in the word to make a new word. I am going to take the /s/ from the end of *gestos*." The teacher says the new word: "When I take the s from *gestos*, the latest word is *gesto*." Then, under "Aplicar," students are allowed to apply their learning, and they will delete the final /a/ from the word *para* to make *par*. The teacher then tells the students: "Now, it is your turn! Say *para*. Take the final a from *para*. Say the new word. What new word did you make by deleting the final /a/ from *para*? *par*." Students are asked to continue using the routine and remove the final phonemes from the following words: *Angela*, *solo*, *malo*, *vez*, and *paquetes*.

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

In the *Guía del maestro*, Unidad 1, "Textos de la unidad," students listen actively, ask questions, engage in discussions, and share information and ideas to understand the material. For example, the teacher uses the illustration in the *Cuaderno del estudiante* to model how to discuss details shown in the illustrations. "Veo una niña que arregla un robot. Quizá este cuento trate de lo que la niña quiere ser cuando sea grande." The students listen. After that, the teacher engages the students in making connections with

what the characters are doing in the illustrations and sharing information with their partners about their connections with the illustrations.

Similarly, in the *Guía del maestro*, Unidad 1: "Motivar," the teacher uses the illustration in the *Cuaderno del estudiante* to model how to speak about details shown by the illustrations. The teacher prompts the students to ask questions: Why and how do the illustrations relate to them? Students share their responses with their partners.

The *Guía del maestro*, at the end of each unidad, includes a summary where teachers guide and encourage students to make connections and use the unidad concepts and vocabulary. For example, at the end of Unidad 2, there is a "Tema de la unidad" section that provides sentence frames for students to discuss what they have learned, such as "Unos personajes tocaban instrumentos como _____. " This review encourages students to actively listen and engage in discussions to share information and ideas.

5.C Alphabet

5.C.1 Alphabet Knowledge (K only)

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

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

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

In the *Guía del maestro*, Semana 1, Sesión 1, under "Nombres propios," the lesson explicitly introduces both the name and sound of the letter *a* following authentic Spanish phonics instruction. The teacher uses the name Ana to model "El nombre Ana empieza con la letra a. ¡Digan el nombre conmigo! Aaana." The teacher displays uppercase and lowercase *a*, and students repeat the /a/ sound as they identify the letter in familiar names. Additionally, "Fundamentos Secuencia de enseñanza" outlines the weekly focus sequence for introducing letter names and sounds across the six unidades. The instructional path reflects a linguistically appropriate approach for Spanish, beginning with the five vowels and progressing through consonants ordered by frequency and phonetic complexity. This structured scope and sequence ensures that instruction is systematic and grounded in authentic Spanish language development practices.

In the *Guía del maestro*, Unidad 3, Semana 14, Sesión 1, during the lesson "Aprender letras y sonidos: Presentar la letra Kk," the teacher is instructed to explain that many Spanish words containing the letter *k* originate from other languages. In the "Consejo" section, the teacher states this to students to support metalinguistic awareness. The lesson continues with the use of "Tarjetas para formar palabras," "Tarjetas de sonido y ortografía," and "Tarjetas de articulación" to model the /k/ sound. The teacher names each image and explains the corresponding sound, using words such as *ketchup*, *kiosco*, and *kiwi*. Students are prompted to identify which words begin with the /k/ sound and to pronounce them aloud. This structured lesson aligns with the program's broader scope and sequence outlined in "Fundamentos Secuencia de enseñanza," which presents Spanish letter names and sounds in a developmentally appropriate order, starting with vowels and progressing through consonants by frequency and phonetic complexity.

For example, the *Guía del maestro*, Semana 17, Sesión 1 guides the teacher to explain that the letter *h* in Spanish does not produce a sound. "Escuchen los sonidos y sílabas /i/-/p/-/o/, hi-po. Ahora voy a combinar esos sonidos y sílabas: hi-po, hipo. Les dije que la palabra empieza con la letra h, pero es

muda." The teacher introduces letter names and their corresponding sounds explaining to the students that in Spanish, the letter *h* in the word *hipo* is silent.

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

The materials include teacher guidance to support students in developing automaticity in identifying uppercase and lowercase letters of the alphabet. In the *Cuaderno del estudiante*, Semana 3, Sesión 4, students are directed to color the uppercase *U* and lowercase *u* to reinforce independent recognition. This activity supports repeated practice with both forms in isolation, building fluency through familiar visual routines and fine motor engagement. The materials include teacher guidance to provide students with opportunities to develop automaticity in identifying the sounds of letters. In the *Guía del maestro*, Semana 27, Sesión 2, under the section "Formar palabras: Sílabas con br," the teacher uses "Tarjetas de sonido y ortografía" and "Tarjetas de articulación" to model blending syllables and sounds in words like *cabra*, *sobra*, and *brocha*. The teacher says the following: "Vamos a combinar juntos las letras y los sonidos y escuchen como combino los sonidos: /ca-bra/." Students repeat the words with the teacher and then practice forming new ones, reinforcing sound blending and phoneme recognition through repetition and gradual release.

The materials include teacher guidance for teaching the identification of the 27 letters of the alphabet in uppercase and lowercase. In the *Guía del maestro*, for uppercase and lowercase letter identification: explicit instruction, Semana 3, Sesión 3, "Conceptos de lo impreso: Emparejar mayúsculas y minúsculas," the teacher reviews the Spanish letter *o*. The script prompts the teacher to write the words Omar and yo, underline the uppercase *O* and says the following: "Esta es la letra *O*. Voy a buscar una letra que se parezca a esta, pero que sea más pequeña." The teacher then underlines the lowercase *o* and models the connection between the upper and lowercase forms.

The resources provide explicit instruction in Spanish for teaching and developing students' automaticity in the identification of the 27 letters and corresponding sounds of the Spanish alphabet. For example, the *Cuaderno del estudiante*, Semana 6, Sesión 1 has practice for students to circle the capital *T* on the page, point to it, and say its name. They repeat the same instructions for the lowercase *t* and follow the instructions, "Encierra la *t* en un círculo. Luego señala cada letra y di su nombre." The page includes eight letters, including the *t*.

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

The materials include teacher guidance in Spanish for uppercase and lowercase letter formation. In "Fundamentos Secuencia de enseñanza," the weekly progression outlines when each uppercase letter is introduced and practiced across unidades 1–3. This scope and sequence begins with vowels and introduces consonants, organized by frequency and phonetic complexity in Spanish. Additionally, within the "Recursos para maestro," a dedicated "Guía de caligrafía" includes detailed steps for posture, left- and right-handed grips, and uppercase letter strokes, providing consistent teacher guidance for systematic instruction. The materials also include teacher guidance for lowercase letter formation. "Fundamentos Secuencia de enseñanza" parallels uppercase instruction and explicitly integrates lowercase letters week by week. The "Guía de caligrafía" found in the "Recursos para maestro" contains stroke descriptions for each lowercase letter and offers practices for handwriting development. Teachers are supported in gradually building student fluency through modeled practice and cumulative review using the *Cuaderno del estudiante*.

The materials include teacher guidance in Spanish to provide explicit (direct) instruction for the formation of uppercase and lowercase letters. In the *Guía del maestro*, Semana 27, Sesión 2 section "Reforzar la caligrafía," the teacher models how to form the uppercase G. The script, as referenced in the "Guía de caligrafía," states, "Comienzo un poco por debajo del renglón de arriba. Hago una curva que sube y da la vuelta hacia la izquierda casi hasta completar el círculo, y termino en el renglón del medio. Desde ahí hago una línea hacia la izquierda." Students trace and write the uppercase G in the *Cuaderno del estudiante*. This modeling and verbal cueing support the correct formation of uppercase letters. The materials also include teacher guidance in Spanish for forming lowercase letters. In the same lesson, the teacher models how to write the lowercase g by saying: "Comienzo en el renglón del medio. Hago un círculo hacia la izquierda entre este renglón y el de abajo. Desde el medio dibujo una línea recta pasando por el renglón de abajo y hago una curva hacia la izquierda en forma de gancho." Students practice in the *Cuaderno del estudiante*. This helps students learn accurate letter formations.

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

The *Cuaderno del estudiante* materials include a variety of resources in Spanish for students to develop, practice, and reinforce (through cumulative review) alphabet knowledge both in isolation and in the context of meaningful print. For example, Semana 7, Sesión 4 includes a decodable text that focuses on the letter s by providing text with that letter/sound in "Susi salta como un sapo." It also includes words with t, a review from the previous week.

The *Guía del maestro* includes a variety of activities and resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce (through cumulative review) their alphabet knowledge in isolation. The materials provide detailed guidance on what letter and sound to present to students by having them listen, repeat, and practice recognizing the skills. For example, Semana 21, Sesión 1 describes how to use cards to present the soft sound /g/ when followed by *a*, *o*, or *u*, as in the word *gato*.

The materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce their alphabet knowledge, both in isolation and in the context of meaningful print. For example, students are allowed to apply their learning in the *Cuaderno del estudiante* for the letters *Gg* and *Cc* in Semana 21, Sesión 2. Students trace and write the letters and write their name under "Caligrafía." Under "Fonética y ortografía," students listen and write the words for the pictures: *ganso*, *gallo*, and *cubo*.

5.C.2 Letter-Sound Correspondence

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

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

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

In the *Guía del maestro*, Semana 11, Sesión 1, under "Combinar fonemas," the teacher demonstrates how to blend the sounds in the word *fila*, allowing for basic decoding in Spanish. The script says: "Voy a combinar sonidos para decir una palabra. Escuchen los sonidos que digo: /f/ /i/ /l/ /a/. Ahora voy a combinar esos sonidos y la palabra es *fila*." Students then practice combining the sounds of other words, such as: *fondo* (/f/ /o/ /n/ /d/ /o/) and *lindo* (/l/ /i/ /n/ /d/ /o/). The teacher then guides them to blend syllables (e.g., *ma*, *me*) and decode simple words in the shared reading.

The materials systematically introduce letter-sound relationships in an order that supports encoding. In the *Guía del maestro*, Semana 18, Sesión 2, under "Rutinas para la ortografía," students use the sounds /y/, /e/, /v/, and /o/, which had been taught previously, to write syllables and words such as *llama*. The teacher models how to stretch out the sounds and encourages students to encode syllable by syllable. Students write their responses in the *Cuaderno del estudiante*. This routine reinforces phoneme-grapheme connections in a structured way.

The materials systematically introduce letter-sound relationships in an order that supports decoding. In "Fundamentos Secuencia de enseñanza," the scope and sequence begins with the five vowels (*a*, *e*, *i*, *o*, *u*) in the first two "unidades," followed by high-utility consonants like *m*, *s*, *l*, *t*, *p*, and *n*. In Semana 20, Sesión 2, under "Formar palabras," the teacher guides students to decode words such as *rama*, *rana*, *lata*, and *meta* using previously learned syllables, demonstrating a cumulative sequence that supports blending and decoding fluency over time.

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 guidance in Spanish to address common misconceptions about phoneme-letter correspondences. In Semana 1, Sesión 2, during "El gran libro de lectura," the teacher introduces the letter *g* using the story "Gabriela y los animales." The teacher says, "Vamos a leer parte de un cuento en el que hay muchas palabras con la letra *g*. Presten atención. El sonido de la *g* es /g/, como en gusano. Algunas veces la *g* suena como la /j/, como al principio de gigantes." Students listen and identify the /g/ sound in words such as Gabriela and *gansos*, helping to clarify the misconception that *g* always sounds like /g/ regardless of context.

The materials include teacher guidance to provide explicit instruction in Spanish focused on connecting phonemes to letters within words and addressing common errors. In the *Guía del maestro*, Semana 2, Sesión 3, under "El gran libro de lectura," the teacher introduces the letter *x*. The teacher says: "La letra *x* es especial porque, a veces, cuando va al principio de una palabra se pronuncia /s/, como en Xiomara—/siomara/. Pero cuando está dentro de una palabra, tiene un sonido fuerte, /ks/, como en excursión." The teacher explains that students often confuse the /s/ and /c/ sounds and models correct pronunciation while reading the story "El concierto de Xiomara y Xenia." Students pronounce words with the letter *x* and practice distinguishing its different sounds.

The materials include explicit (direct) instruction in Spanish focused on connecting phonemes to letters within words and recommended explanatory feedback for students based on common errors and misconceptions. For example, in the *Guía del maestro*, Semana 16, Sesión 2, the teacher models how to code the words *rana* and *rojo* by using the "Tarjetas para formar palabras." The teacher thinks aloud, connecting sounds with letters, while writing those words on the whiteboard. Then, the students write the words *rosa* and *piña* and review their work in pairs. Suppose the students struggle to write those words. In that case, the teacher uses "Tarjetas de sonido y ortografía" and "Tarjetas de articulación" to reinforce the connection between letters and sounds and dictates the words *rosa* and *piña* again.

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 *Cuaderno del estudiante* materials have a variety of activities in Spanish for students to reinforce, through cumulative review, their understanding of applying letter-sound correspondence to decode. For example, the student workbook pages in Semana 7, Sesión 4 have activities where students listen to the teacher say the names of four images, and they write the corresponding syllable they hear: "Escribe as,

es, is, os, us al lado si el nombre del dibujo empieza con unos de esos sonidos." The sounds are reviewed from the previous week's lessons.

The materials include activities designed to help students develop their understanding of applying letter-sound correspondence to decode one-syllable and multisyllable words in isolation. In the *Guía del maestro*, Semana 9, Sesión 4, under "Formar palabras," the teacher introduces letters and sounds from the word *sol* and models how to form words using the "Tarjetas para formar palabras." The teacher demonstrates how to slide the cards slowly to form words and blend sounds. Students then replicate the process with words like *Aldo*, saying each syllable aloud and blending sounds as the teacher slides a finger under the letters.

The materials include a variety of activities and resources in Spanish for students to develop, practice, and reinforce their understanding of applying letter-sound correspondence. In the *Guía del maestro*, "Leer la lectura conectada, Aplicar," students are asked to pay attention to words with *q*, the "Superpalabras," and vocabulary for the week. The teacher writes and models words in the text, such as *Queta*, *orquesta*, and *que*. Students practice and develop automaticity when reading. Students point to the words as they read.

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–1)

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

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

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

The materials include a systematic and authentic Spanish sequence that begins with simple skills and gradually transitions to more complex phonological awareness tasks. For example, in the *Guía del maestro*, Semana 1, Sesión 2, under "El gran libro de lectura: Conciencia fonológica," the teacher guides students to identify rhyming words (*pegajosos/ruidosos*). In later weeks, such as Semana 16, Sesión 2, under "Conciencia fonológica: Rutina para segmentar en sílabas," students manipulate syllables and individual sounds by segmenting words like *barrí* into *ba-rrí* and identifying each sound (/b/, /a/, /r/, /r/, /i/).

Materials include activities to demonstrate a systematic and authentic Spanish sequence for introducing phonological awareness activities that begin with simple skills and larger units of sound and gradually transition to more complex skills and smaller units of sound. For example, in Semana 3, Sesión 1, the *Guía del maestro* has a section "Reconocer la sílabas" under "Enseñar/Demonstrar," where the teacher informs students that a syllable is a part of a word, and that it is pronounced in one movement of the mouth, and that some words have one syllable, while others have more than one. Then, the students are instructed to count the syllables in the word *ala*. The teacher prompts the students to say the word and clap to count each time they move their mouths to say a syllable. The teacher says the word *ala* has two movements of the mouth, which means it has two syllables. The teacher continues by saying the word *puma*. The teacher says the word *puma* has two syllables: *pu-ma*, and the second syllable is *-ma*, which ends in /a/. Under "Aplicar," students practice with a list of words, clapping for each syllable as they read.

The *Cuaderno del estudiante* materials include phonological awareness activities that begin with simple skills and larger units of sound, gradually transitioning to more complex skills and smaller units of sound. For example, Semana 5, Sesión 1 includes a page with six images and has students circle the ones that begin with the letter *p*, such as *puerta*. Semana 20, Sesión 3 includes a student workbook page where students read six words and circle the ones that include the syllables *ca*, *co*, and *cu*. This indicates that skill development progresses from simple to more complex phonological awareness.

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

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

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

The materials include guidance for teachers to address common misconceptions. In the *Guía del maestro*, Semana 5, Sesión 3, under "Conciencia fonológica: Reconocer sonidos iniciales," the teacher models how to identify initial sounds in words like *pomo*, *puma*, and *Pepe*. A common misconception addressed is the confusion between the name of a letter and its sound, so the materials do include explicit (direct) instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common misconceptions. The script reminds teachers to clarify: "No estamos diciendo el nombre de la letra, sino el sonido que escuchamos al principio." Under the "Comprobar" section, teachers are guided to revisit the initial sound /p/ using the poem "Las profesiones de Pepe" from "El gran libro de lectura," asking students to listen and identify repeated initial /p/ sounds. In the "Pasos siguientes" section after the "Evaluación de la unidad," the materials recommend using the "Tarjetas de sonido y ortografía" and "Tarjetas de articulación" in targeted review to support students in identifying missed sounds through letter-sound naming routines. The materials do not include explanatory feedback for students based on common errors.

The materials include explicit (direct) instruction authentic to Spanish for teaching phonological awareness skills with recommended explanatory feedback for students based on common misconceptions. In the *Guía del maestro*, Semana 25, Sesión 3, under "Conciencia fonológica: Rutina para segmentar en sílabas y fonemas," the teacher models how to segment words like *yogur* and *tuyo* into syllables. For example, if students struggle to accurately identify the number of syllables or combine two into one, the guidance in the "Comprobar" section prompts teachers to use chips to help students segment syllables and then repeat the activity while tapping each syllable lightly on their palm. Teachers

are also encouraged to return to simpler examples and reinforce through call-and-response. Additionally, the "Pasos siguientes" section, located after the "Evaluación de la unidad," guides reteaching the skill in small groups using multisensory strategies. The materials do not include explanatory feedback for students based on common errors.

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

In the *Guía del maestro*, Semana 1, Sesión 2, under "Lectura compartida," the teacher leads students in singing a familiar tune from the *Cuaderno del estudiante* to review letter sounds (e.g., to the rhythm of "Tengo una muñeca vestida de azul"). The teacher pauses after "canto una canción" and asks students to repeat the phrase and identify the initial /k/ sound. The lesson utilizes rhythm, repetition, and call-and-response techniques to activate memory and support initial sound recognition through both auditory and verbal strategies. The lesson includes a variety of activities and/or resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce phonological awareness skills.

The materials provide repeated oral and visual routines to practice phonological awareness.

In the *Guía del maestro*, Semana 16, Sesión 2, under "Conciencia fonológica: Contar sílabas," students practice segmenting syllables in multisyllabic words such as *rápido* and *leña* by clapping once per syllable. The teacher first models the activity, using chips to visually represent each syllable. Then, students repeat the routine and count syllables in dictated words. The materials include a variety of activities and/or resources (including the use of memory-building strategies) in Spanish for students to develop, practice, and reinforce phonological awareness skills.

5.D.2 Phonemic Awareness (K–1)

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

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

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

The *Guía del maestro*, Semana 3, Sesión 1 includes resources and activities early in the year that help students isolate individual phonemes by initial, medial, and/or final sounds. For example, the teacher says, "Voy a escuchar el primer sonido de la palabra ama. Ahora voy a decir el primer sonido que escucho en la palabra ama. El primer sonido de la palabra ama es /a/." In Semana 29, Sesión 3, lessons include activities that help students delete phonemes. The teacher says, "Voy a quitar una silaba de una palabra para decir una palabra nueva. Voy a quitar co al comienzo de coser. Al quitar co, la palabra nueva es ser." This illustrates the progression from simple to more complex phonemic awareness skills. The routines are systematically repeated across unidades and sesiones, demonstrating a systematic and authentic Spanish sequence for introducing phonemic awareness activities that begin with identifying, blending, and segmenting phonemes, and transition to blending the phonemes into syllables and gradually to more complex manipulation practices such as adding, deleting, and substituting syllables.

In Semana 26, Sesión 2, students learn the routine for substituting syllables. This is a less complex phonemic awareness activity that has been introduced. Under "Demostrar," the teacher will model that the syllable *-ya* was substituted with *-ta* in the word *playa* to form the new word *plata*. The teacher continues with "Escuchar" and follows the script for substituting a syllable in a word to form a new word. The teacher models substituting *ya* for *ta* in the word *playa*. Under "Decir la palabra nueva," the teacher says that when I substitute *-ya* for *-ta* in *playa*, the new word is *plata*. The *Guía del maestro* guides the teacher in teaching a more complex manipulation skill.

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

The materials in the *Guía del maestro* include instruction in Spanish for teaching phonemic awareness skills. The materials include direct instruction in Spanish for teaching phonemic awareness, with suggested support for addressing common misconceptions. In the *Guía del maestro*, Semana 11, Sesión 4, under "Conciencia fonológica: Identificar fonemas," the lesson begins with a note to the teacher outlining three foundational pillars for learning letter sounds: visually distinguishing letters, understanding that words can be broken into phonemes, and matching letters with phonemes. The teacher then models how to identify the intermediate sound shared by words such as *sofás*, *afilo*, and *estufa*. The teacher says, "El sonido intermedio que se repite en *sofás*, *afilo* y *estufa* es /f/." Students listen and identify the shared medial sound in additional words. The materials do not include explicit (direct) instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on common errors.

In the *Guía del maestro*, Semana 23, Sesión 4, under "Conciencia fonológica: Quitar fonemas," the teacher models how to remove final sounds from words (e.g., *para* to *par*). Students are prompted to practice with similar examples. The lesson includes a "Comprobar" box with a suggestion for students who struggle. The script reads for students to use a hand clap in place of the deleted phoneme and repeat the word aloud. This is intended to support understanding through kinesthetic reinforcement. However, the guidance is presented as an optional adjustment, not as a consistent or embedded feedback routine. The suggestion is not linked to specific error patterns that students demonstrate or to next steps based on student responses; the materials do not include explicit (direct) instruction authentic to Spanish for teaching phonemic awareness with recommended explanatory feedback for students based on errors.

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

The *Guía del maestro* provides guidance in Spanish on connecting phonemic awareness skills to the alphabetic principle, supporting students in transitioning from oral language activities to basic decoding. The materials include explicit (direct) guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle to support students in the transition from oral language activities to basic decoding and encoding. For example, "Leer y formar palabras" is part of the teacher-facing sections, where the teacher presents the letter and sound and guides students in forming words. In Semana 6, Sesión 4, the materials instruct the teacher to say, "Escriba y muestre la palabra toma. Señale cada letra mientras dice su nombre y sonido, /t/-/o/-/m/-/a/. La palabra es "toma". This activity helps students connect oral sounds to the alphabetic principle and can decode words.

The materials include explicit (direct) guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, to support students in the transition from oral language activities to basic decoding and encoding. The *Cuaderno del estudiante* supports phonemic awareness skills of the alphabetic principle. For example, in Semana 7, Sesión 2, the student workbook page has four images and lines for students to listen to the teacher and write the initial letter of each. The teacher script reads, "Escucha y repite los nombres de los dibujos. Escribe la letra con la que comienza cada una." This connects phonemic awareness to the alphabetic principle.

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

The *Cuaderno del estudiante* features activities in Spanish designed to help students develop, practice, and reinforce phonemic awareness skills through cumulative review. For example, the "Repaso acumulativo" provides additional practice for students in recognizing and manipulating sounds before connecting the sounds to the graphemes/letters. In Semana 3, "Repaso acumulativo," the students are instructed, "Escucha y repite los nombres de los dibujos. Encierra en un círculo la letra con la que empieza el nombre de cada dibujo. Luego escríbela." The letter/sounds practiced are *e*, *o*, and *i*, reinforcing skills with a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce phonemic awareness skills through cumulative review.

The materials include a variety of activities in Spanish for students to develop, practice, and reinforce phonemic awareness skills in Spanish designed to help students develop, practice, and reinforce their phonological awareness skills. For example, in the *Cuaderno del estudiante*, there is a summary of Unidad 4: "En mi comunidad." The materials illustrate a community, and in this activity, students must look for and circle objects whose names start with the initial sounds /rr/, /ll/, and syllables *ca*, *co*, and *cu*. Students practice and reinforce the phonemic awareness skills learned in the previous units for a cumulative review.

The materials include cumulative review activities in Spanish for students to develop, practice, and reinforce phonemic awareness skills. In the *Cuaderno del estudiante*, Semana 8, "Repaso acumulativo," students complete a word-building activity using syllables and phonemes. They are asked to identify and write missing syllables or sounds to complete words such as *dos*, *medusa*, or *dedo*. This task reviews previously taught phonemic awareness concepts through individual application, supporting long-term retention and skill reinforcement.

5.E Phonics (Encoding/Decoding)

5.E.1 Sound-Spelling Patterns

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

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

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

The materials include a systematic sequence for introducing sound-spelling patterns and syllable combinations that support decoding in Spanish. In the "Fundamentos Secuencia de enseñanza," the initial pages of the section "Reconocer las letras" in Semanas 1–5, introduce vowels and consonants through their sounds before students begin blending them into syllables. In Semana 1, the materials introduce vowels *a*, *e*, and *i*, along with consonants such as *b*, *c*, *d*, *f*, *g*, *h*, *j*, *k*, *l*, *m*, and *n*. In Semana 2, the sequence continues with the vowels *o* and *u*, and introduces consonants such as *ñ*, *p*, *q*, *r*, *s*, *t*, *v*, *w*, *x*, *y*, and *z*. By Semana 16, the routine shifts to "Ortografía," where students begin encoding words using the letters and sounds they have already practiced. This progression reflects a path from letter-sound recognition to syllable formation and word construction.

The *Guía del maestro* materials include a systematic sequence for introducing grade-level sound-spelling patterns and syllable combinations to decode single and/or multisyllabic words. For example, Unidad 1, Semana 1, Sesión 3 tells the teacher to say, "Hoy vamos a leer parte de un cuento donde hay muchas palabras con la letra h. Pasa algo muy especial con esta letra, porque la letra h no tiene ningún sonido." This lesson aligns with the unique sound-spelling patterns of the silent *h* in Spanish.

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

The materials include teacher guidance to provide explicit instruction for grade-level sound spelling patterns. For example, in the *Guía del maestro*, Semana 3, Sesión 1, under "Caligrafía: E" and "Demostrar," the teacher explains and models how to write the letter *Ee* in both uppercase and lowercase. The teacher follows the instructions outlined in the guide for writing. Then, under "Aplicar," the teacher asks the

students to write the E and e in the air or on the palm of their hand before writing them in their *Cuaderno del estudiante*. The teacher encourages students to say the name of the letter and the sound every time they write it.

Students complete the student practice in their *Cuaderno del estudiante*.

The materials include teacher guidance to provide explicit (direct) instruction for grade-level sound-spelling patterns. The *Guía del maestro* in the "Leer y Formar Palabras" section for Semana 5, Sesión 4 provides scripted instructions for the teacher to model decoding using sound-spelling correlations. The lesson says, "Escriba y muestre la palabra puma. Señale cada letra mientras dice su nombre y sonido. /p/-p, /u/-u, /m/-m, /a/-a. Deslice el dedo bajo las letras mientras combina los sonidos para leer la palabra en voz alta: puma." After modeling with sound cards, there is an application and practice section for the teacher to continue guiding students in sound-spelling pattern applications.

The *Cuaderno del estudiante* includes teacher guidance for instruction of grade-level sound-spelling patterns. The student workbook page for Semana 6, Sesión 2 features four images and instructions to guide students in writing the letter *t* when they hear the sound at the beginning of a word: "Escucha y repite los nombres de los dibujos. Escriba Tt al lado si el nombre empieza con el mismo sonido que tapa." There are three out of four words that begin with /t/: *tenedor*, *tachuela*, and *taxi*. This activity provides practice on 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 (through cumulative review). In the *Guía del maestro*, under the "Plan semanal," each Sesión 5 of every unidad includes a section titled "Repaso acumulativo," which guides teachers to revisit previously taught patterns as needed. For example, in Unidad 3, Semana 11, the teacher is directed to have students review the letter *f* using a page in the *Cuaderno del estudiante*, where they must circle pictures whose names contain the /f/ sound. This cumulative activity provides visual and phonological reinforcement of prior instruction.

The *Cuaderno del estudiante* 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, the Semana 15: "Repaso acumulativo" provides practice for students to strengthen their knowledge of the letter *n* and sound by filling in the missing letter in four workbook images. Students are also provided with a decodable text with the skills for the week. For example, if the skill is reading words with *ll*, students will read "El llanto de Chema" to practice this skill with the letter *ll*.

5.E.1d – Materials provide a variety of activities and/or resources in Spanish to support students in decoding and encoding words that include taught syllable correlations, both in isolation (e.g., word lists) and in authentic Spanish decodable connected text that builds on previous instruction (e.g., within sentences or decodable texts). (PR 2.A.1 & 2.A.3) (S)

The materials include decodable connected text in Spanish that supports the decoding of taught syllable patterns. For example, in the *Guía del maestro*, Semana 2, Sesión 5, during the "Lectura compartida," the teacher uses the song from the *Cuaderno del estudiante*, sung to the tune of "La araña pequeña." The teacher says, "Hoy vamos a cantar juntos para repasar algunas de las letras que hemos aprendido." The song includes decodable high-frequency words with the syllable ending -ar, such as cantar, nadar, and mar. This connected text activity helps students practice reading syllable patterns in context through engaging and repetitive language. The materials provide a variety of activities and/or resources in Spanish to support students in decoding and encoding words that include taught syllable correlations, both in isolation and in authentic Spanish decodable connected text that builds on previous instruction.

In the *Guía del maestro*, Semana 7, Sesión 2, under "Leer y formar palabras," the teacher models how to blend the syllables *su* and *si* to read words such as Susi. The teacher says, "Susi es el nombre propio de la niña." The teacher points to each letter while saying its name and sound: *S*, /s/; *U*, /u/; *S*, /s/; *I*, /i/. Then the teacher blends the sounds and reads the word aloud, sliding a finger under the letters. Students use the "Tarjetas para formar palabras" to build the word Susi and read it aloud. This lesson reinforces decoding in isolation through multisensory practice with individual syllables and letter-sound connections. 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.