

Texas Education Agency

Spanish Language Arts and Reading, 1

Aprendizaje Bluebonnet, Artes del lenguaje y lectura K-5 Grado 1

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Full-Subject, Tier-1	9798894643427	Both Print and Digital	Static

Rating Overview

TEKS SCORE	PHONICS RULE COMPLIANCE	THREE-CUEING	ERROR CORRECTIONS (IMRA Reviewers)	SUITABILITY NONCOMPLIANCE	SUITABILITY EXCELLENCE	PUBLIC FEEDBACK (COUNT)
100%	Compliant	Flags Addressed	1	Flags Addressed	Flags in Report	8

Quality Rubric Section

RUBRIC SECTION	RAW SCORE	PERCENTAGE
1. Intentional Instructional Design	26 out of 26	100%
2. Progress Monitoring	26 out of 26	100%
3. Supports for All Learners	26 out of 26	100%
4. Phonics Rule Compliance	31 out of 31	100%
5. Foundational Skills	94 out of 94	100%
6. Knowledge Coherence	33 out of 33	100%
7. Text Quality and Complexity	34 out of 34	100%
8. Evidence-Based Tasks and Responses	53 out of 53	100%

Breakdown by Suitability Noncompliance and Excellence Categories

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

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	80
Category 6: Promoting Sexual Risk Avoidance	0

IMRA Quality Report

1. Intentional Instructional Design

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

1.1 Course-Level Design

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

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

The materials include a scope and sequence outlining the Texas Essential Knowledge and Skills (TEKS) taught in the course, organized by unit and lesson number. Each unit within the *Guía del maestro* includes TEKS to be covered, which are listed at the beginning of every lesson and demonstrate how the concepts from TEKS correlate with the instruction. For example, *Destrezas fundamentales*, Unit 1, Lesson 1 covers TEKS 1.2A and 1.1B.

The materials feature a scope and sequence that maps the development of foundational literacy skills across the units. For example, Unit 1 of the *Destrezas fundamentales: Guía del maestro* begins with explicit lessons on decoding and writing multisyllabic words with CVCV syllable patterns.

The materials provide a scope and sequence of units that detail the progression of foundational literacy skill concepts. *Artes del lenguaje y lectura* offers another sequence of units that focuses on building students' knowledge and comprehension skills and supporting early language development.

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

The materials provide a scope and sequence with suggested pacing for 165, 180, and 210 instructional days, with flexibility for adjustments.

The Biliteracy Resource Guide includes embedded charts that represent how to adapt the calendars for varying instructional day totals of 110–210 days. The materials provide an overview of the content standards addressed throughout the year, with color coding to indicate additional instructional days.

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

The materials provide a rationale for unit order in the "Alineación con los TEKS" section. This section describes how units are organized by seven key areas, showing how the content aligns with and recursively builds upon the TEKS.

The materials describe how concepts will be learned through the course and emphasize a clear progression in complexity within the *Guía de programa e implementación*. For example, in Unit 1, students begin learning about fables, which expands their vocabulary and reading comprehension skills.

The materials feature a progression chart that highlights how concepts develop and connect across grades K–2 with the "Enfoque de la instrucción." For example, students learn to segment syllables in kindergarten, and in grade 2, they learn multisyllabic words, including CCVCV words.

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

The materials include the "Protocolo de internalización de la unidad del maestro" to guide unit internalization and understanding of how students demonstrate mastery. The protocol is divided into structured sections. The first begins with a unit overview, then focuses on how instruction aligns with and supports the end-of-unit assessment. Next, teachers examine the prerequisite knowledge and skills for students to engage successfully with the lesson content. Lastly, the protocol helps educators organize instructional resources while considering the diverse needs of all learners.

In addition, the "GK–3 protocolo de internalización de la unidad del facilitador" offers resources and guidance for instructional leaders to support teachers in internalizing each unit. For example, Step 2 of the protocol guides instructional leaders to ask the teacher to read the reading comprehension portion of the assessment, then highlight or annotate the text to identify elements that make it complex.

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

The materials provide guidance for instructional leaders in lesson implementation that follows a similar structure to the teacher protocol, providing additional rationale for each step and the pacing required to complete each step. Additionally, the materials offer the instructional leader suggestions to guide teachers through the lesson implementation process. For example, Step 1 of the protocol guides instructional leaders to connect specific elements from previous and upcoming lessons.

The "Pauta de observación" tool provides instructional leaders with a guide to document specific components of teacher instruction and the implementation of high-quality teaching materials. The Observation Protocol is divided into three major sections: 1. Pre-Observation—Key elements to verify before the visit; 2. During Observation—Instructional indicators to look for while the lesson progresses; 3. Student Supports—Specific practices and accommodations to ensure all learners are engaged and supported.

1.2 Unit-Level Design

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

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

The materials include unit overviews and background content knowledge to support instruction and bilingual concept development, including introductions to academic vocabulary that appears throughout each unit to teach the unit concepts effectively. For example, the academic vocabulary for Unit 2 on the human body includes *oxígeno, órganos, humano, and sistemas*.

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 the "Carta de bienvenida para las familias," a comprehensive introductory letter to families in English and Spanish. In addition, the materials provide Spanish-language letters to support student learning at home through various activities. For example, the Unit 6 family letter offers an activity in which the student practices using the verb *ir* in present and past tenses. The activity directions state, "Pida al estudiante que use el verbo *ir* en presente y pasado (*voy, fui*), para decir los planes y actividades que realiza diariamente: Voy al centro comercial / Fui al cine. El estudiante puede repetir la oración para facilitar el aprendizaje del idioma."

The materials also provide English-language support and strategies for families to reinforce classroom learning. For example, the Unit 5 letter suggests: "Ask the student to say, in present and past tenses in Spanish, an action they perform in their daily routine (e.g., *Me lavo los dientes/Me lavé los dientes*)."

The "Carta de apoyo para las familias" in *Destrezas fundamentales* provides families with an overview of the foundational skills covered in each unit as well as suggestions for additional practice at home. Similarly, *Artes del lenguaje y lectura* includes summaries of what students will be learning, accompanied by guiding questions designed to promote oral language development and support learning beyond the classroom.

1.3 Lesson-Level Design

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

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

The materials provide comprehensive, structured lesson plans with literal, inferential, and evaluative questions in the "Preguntas de comprensión," which supports student comprehension throughout the lessons and encourages student dialogue. For example, Unit 6 questions include "¿Qué tipo de plantas crecen en la tundra ártica? (musgos y pastos)" and "¿Cómo se han adaptado estas plantas a la tundra ártica? (crecen muy juntas, crecen a poca altura del suelo)."

The materials include structured and comprehensive lesson plans, including tasks to help reinforce learning through hands-on practice. For example, "Antecedentes o términos esenciales," a task for building background knowledge, instructs students to interact with pieces of yarn made by spinning wool or plant fibers.

The materials also offer comprehensive, well-structured lesson plans with instructional assessments aligned to the TEKS, meeting content and language standards for each lesson. For example, each unit concludes with "Evaluaciones formativas": instructional assessments aligned with the TEKS.

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

The *Guía del maestro* provides overviews of each lesson and lists of the student and teacher materials needed for instruction, as well as guidance to support effective lesson delivery, including recommended timing for each lesson component, supporting pacing and instructional flow.

The *Destrezas fundamentales: Guía del maestro* includes "Preparaciones previas," which provide lists of teacher and student materials needed to engage in each lesson effectively. For example, the required materials for Unit 3, Lesson 2 include objects used to explain common nouns, such as dolls, toy cars, stuffed animals, and clothing.

The materials provide lesson overviews including detailed summaries of each lesson with recommended timing for each instructional component. For example, in *Destrezas fundamentales*, the Unit 4, Lesson 3 plan allocates 10 minutes to present the lesson, 30 minutes for the read-aloud, and 20 minutes for applying concepts learned, promoting deeper engagement.

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

The materials include guidance for teachers to provide students with additional support and opportunities for independent, extended practice. For example, students complete an activity by drawing and/or writing about what they have learned in class in the take-home "Material para llevar a casa." The "Apoyo adicional" offers an activity in which students locate the thirteen US colonies on a world map and consider their relationship as well.

The materials also offer teacher guidance to provide students with enrichment opportunities within the "Desafío" sidebar; in the *Artes del lenguaje y lectura: Guía del maestro*, Unit 9, students write sentences about Daniel Boone and the Appalachian Mountains.

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 various diagnostic assessments throughout the units and lessons that offer a variety of tasks and questions. For example, in Unit 1 of the *Guía del maestro*, the teacher asks open-ended questions to gauge students' knowledge before beginning the unit. Students answer questions about the genres they read in the chapter on fables and folktales, and retell the moral of some of the stories.

The materials provide embedded formative assessments throughout the units to support ongoing student learning through various tasks and questions. In the middle of each unit, structured "Pausas" of one or two days serve as review opportunities to reinforce previously taught content. For example, over the two-day "Pausa" in Unit 4, "Astronomía: La exploración del espacio," students complete a task from their Cuaderno de actividades in which they draw the moon's phases. The teacher then reviews previous books, and students work in groups to create a classroom book.

The materials include lesson-level formative assessments featuring a variety of tasks and question formats to check for comprehension. For example, in Unit 1, Lesson 9, "Verificar la comprensión," students answer a comprehension question by retelling the plot of a story using words such as *alguien*, *queria*, *pero*, *asi*, *que*, and *entonces*.

The materials include summative assessments that vary in types of tasks and questions. In the *Guía del maestro*, each unit concludes with a comprehensive, four-part "Evaluación de unidad" to assess students' mastery of the skills and concepts taught. The first part focuses on vocabulary, with one section targeting unit-specific terms such as *moraleja*, *fábula*, and *personificación*, and another section addressing

academic vocabulary such as *desperdiciar*, *bondad*, and *simulas*. The second and third parts of the summative assessment measure student understanding of essential content of shared reading, such as thumbs-down or thumbs-up, and describe story characters by matching descriptive sentences to the correct image of a character. For the optional fourth part of the evaluation, students might complete a task such as reading aloud one of the folktales they read previously.

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

The materials provide the definitions and purposes of various types of instructional assessments included, identifying each assessment, where it takes place, and why it is used, offering educators a strong foundation for understanding its instructional role.

For example, the "Evaluación de lectura" defines reading assessments as activities in which students independently read a passage and answer questions. Teachers use student response data to plan future instruction.

The *Destrezas fundamentales: Guía de programa e implementación* details various assessment types used throughout the curriculum, such as formative, summative, daily checks, and unit assessments. Each assessment type is defined and its purpose explained. For example, the *Guía* describes the "Evaluación intermedia del conocimiento" as a mid-unit assessment that helps teachers monitor student progress. The *Guía* also notes that all assessment questions align with state standardized assessments.

The materials embed the definition of instructional assessments in the unit lessons. For example, Unit 3 defines and describes when the evaluations will take place. The "Evaluación intermedia" is scheduled during Lesson 9 and the "Evaluación final" is to be administered during Lesson 17.

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

The materials include teacher guidance to ensure accurate administration of instructional assessments. For example, in each unit of the *Guía del maestro*, a midyear assessment is provided to help teachers consistently gather data on student progress. These assessments allow students to demonstrate their understanding of what they have learned up to that point. The "Pausa" section instructs, "Debe hacer una pausa aquí y pasar dos días revisando, reforzando y/o ampliando el material enseñado hasta ahora," encouraging a two-day pause to review, reinforce, or expand upon previously taught content.

The *Destrezas fundamentales: Guía de programa e implementación* provides a chart and detailed descriptions to support teachers with the consistent and accurate administration of instructional

assessments. The guidance includes scripted directions to ensure consistency across all students. For example, one of the scripts to prepare students for the Unit 5 "Evaluación de la unidad" is "Voy a hacerles una pregunta usando una palabra que escucharon en las lecturas en voz alta."

The Unit 2 "Evaluación de unidad" is divided into three parts and includes teacher guidance for pacing the administration. The materials suggest breaking tasks into smaller, manageable sessions for young learners.

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

The diagnostic assessments are aligned with grade-level TEKS and unit objectives, helping teachers identify students' prior knowledge and readiness. For example, each lesson in the *Destrezas fundamentales: Guía del maestro* begins with an "Enfoque principal" section that clearly states the lesson objective and aligned TEKS. Immediately following this section, "A calentar motores" engages students in a review of syllable sounds. For instance, one activity states: "Enseguida pida a un grupo de siete estudiantes que pasen al frente y deles las 'Tarjetas grandes de sílabas' que preparó (dos para cada uno y una para el último) repasando cada sonido cuando se las entregue: *ca, co, sa, so, ra, ro, cla, se, ve, che, ba, ta y ha.*"

The formative assessments are aligned to the grade 1 TEKS and lesson objectives. For example, each unit concludes with an "Evaluación de la unidad" section that outlines the activities students will complete, the aligned objectives, and the corresponding TEKS. In Unit 9, the "Evaluación de la unidad" specifies TEKS 1.7.F and 1.6.G, and students will complete Activities EU.1, EU.2, and EU.3. The objective of the activities states, "Esta Evaluación de la unidad sirve para comprobar el dominio que tiene cada estudiante del conocimiento y del vocabulario académico así como el contenido esencial trabajado en Rumbo al oeste: explorando la frontera."

The materials include summative assessments aligned with TEKS and unit objectives. Each "Evaluación de la unidad" includes activity pages in the Cuaderno de actividades connected to specific TEKS. In Unit 1, "Evaluación final de la unidad," the assessment is divided into four parts. The first part of the assessment focuses on spelling and identification, and is aligned to TEKS 1.1A, 1.3D, and 1.1B. The second part of the assessment focuses on foundational skills aligned with TEKS 1.2Aiv and 1.2Avii. The third part focuses on spelling, covering TEKS 1.2Bi, and the last part focuses on reading comprehension aligned to TEKS 1.4 and 1.6G.

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

The materials include instructional assessments that have varying levels of complexity and are aligned to the TEKS. For example, the Unit 9 "Evaluación de la unidad" in *Artes del lenguaje y lectura: Guía del maestro* includes formative assessments that incorporate oral comprehension checks, listening comprehension, and content application. The instructions state: "Voy a hacer una pregunta usando una palabra que escucharon en las lecturas en voz alta. Primero, diré la palabra y luego haré una pregunta sobre ella. Si la respuesta es 'sí', rodeen el pulgar hacia arriba. Si la respuesta es 'no', rodeen el pulgar hacia abajo." This correlates with TEKS 1.7.F, "Responda usando el vocabulario recién adquirido según sea apropiado."

The TEKS-aligned "Evaluación intermedia" includes multiple-choice, constructed-response, and open-ended items designed to measure student understanding. For example, the "Pausa" section in Unit 9 offers activity options for teachers to assess what students have learned. It states: "Se recomienda que use la Evaluación intermedia de la unidad para evaluar el conocimiento de los estudiantes de los exploradores de la frontera. Las demás actividades pueden hacerse en cualquier orden. También puede optar por realizar una actividad con toda la clase o con un grupo pequeño de estudiantes que se beneficiarán de esta actividad en particular."

The materials offer assessments with varying levels of complexity. For example, for the Unit 2 "Evaluación final de la unidad," students complete an assessment using an Activity Page to form upper- and lowercase *m* and *p* independently. The assessment progresses to more complex skills, such as circling the correct sounds the teacher says aloud and numbering events in order of their occurrence.

2.2 Data Analysis and Progress Monitoring

GUIDANCE	SCORE SUMMARY	RAW SCORE
2.2a	All criteria for guidance met.	2/2
2.2b	All criteria for guidance met.	1/1
2.2c	All criteria for guidance met.	2/2
—	TOTAL	5/5

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

The materials include instructional assessments that guide the interpretation of student performance. For example, the *Guía de programa e implementación* includes a section titled "Evaluación formativa y evaluación sumativa" that provides a chart outlining each type of assessment, its purpose, relevant details, and how to use the collected data to understand student performance.

The materials provide the teacher with instructional assessments and scoring information that guide the interpretation of student performance. For instance, in *Guía del maestro* Unit 9, the "Registro de observación de preguntas para comentar" provides a structured tool for tracking each student's weekly progress. It instructs teachers to "Haga anotaciones sobre el desempeño de los estudiantes en el Registro de observación de preguntas para comentar. Monitoree el progreso de cada estudiante durante cada semana." To track a student's performance, teachers indicate whether the question answered is literal (L), inferential (I), or evaluative (E), and whether the student responded using a complete sentence (OC).

The *Destrezas fundamentales* materials include guidance for interpreting student performance for the midterm and final evaluations. For example, in Unit 3, Lesson 9, "Calificación y análisis" provides instructions on using the "Registro de la evaluación—unidad 3" form. To interpret the results, the instructions state that students who score 3 out of 5 on the assessment have performed well. If a student scores fewer than 3 points on the evaluation, the materials suggest finding an opportunity in the unit for the student to read "Los dibujos" aloud to the teacher to determine if errors are due to poor decoding.

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 for the use of included tasks and activities to respond to student trends in performance on assessments. For example, in *Artes del lenguaje*, Unit 3, Lesson 6, teachers receive differentiated support suggestions based on student responses. If students struggle, questions can be simplified to a yes-or-no format. For at-level students, sentence frames, such as "Los jardines flotaban/no flotaban. Lo sé porque ____" will be provided. For advanced students, the materials encourage student

responses using key details in complete sentences.

In Unit 1 of the *Guía del maestro*, "Verificar la comprensión" includes structured opportunities such as "Pensar–reunirse–compartir," when students reflect, discuss, and share ideas to demonstrate their understanding. In one instance, students identify the moral of one of Aesop's fables, prompting questions such as "¿Cuál es la moraleja de esta fábula?" and "¿Esta es una lección importante para recordar? ¿Por qué?"

The materials also provide guidance for student grouping according to learning trends and using tasks to support learning. For writing, students are grouped into three levels: emergent students dictate their opinions to the teacher using familiar vocabulary; at-level students collaborate with a partner, and advanced students work independently, applying the language they have learned.

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

The materials include tools for teachers to track student progress and growth. For example, Unit 9 of the *Guía del maestro* provides various observation records to document student performance. The Writing Evaluation Rubric Record allows teachers to document final scores based on content, structure, knowledge, and application of Spanish language conventions. The End-of-Year Evaluation Record tracks student reading, grammar, and fluency performance, providing total scores to monitor overall development. The Reading Comprehension Evaluation Record guides teachers in marking students' understanding of texts, interpreting scores to determine whether students exceed, meet, or need support, and planning targeted reinforcement based on results.

The materials provide teachers with tools to monitor student progress and growth across reading experiences and skill acquisition. A key focus is independent reading, supported by a structured seven-step implementation process for the classroom found in the *Guía para facilitar la lectura independiente*. Teachers can track progress and growth using the Template for Book Reviews, KWL Chart Template, and the Guide to Setting SMART Goals.

Additionally, "Otras herramientas de evaluación sugerida" in the *Guía de programa e implementación* recommends using a progress record to monitor growth, set goals, and track progress.

The materials also include tools for students to track their own progress and growth. In the *Cuaderno de actividades*, Unit 7, students use an evaluation key to self-assess based on the teacher's questions. Students indicate their understanding by shading a thumbs-up or thumbs-down icon. The instructions state: "Escucha las instrucciones de tu maestro." The teacher then reads the additional instructions

aloud.

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 teacher guidance for differentiated instruction and scaffolded lessons for students who have not mastered grade-level content and skills. For example, "Audición y expresión oral" in Unit 9, Lesson 4 of the *Artes del lenguaje y lectura: Guía del maestro* includes leveled speaking prompts to develop language skills. Students receive differentiated support based on language proficiency. Students at "Nivel emergente" answer yes/no questions, "A nivel" students build on sentence stems, and students at "Nivel avanzado" recall ideas from the read-aloud with little or no support.

Educators can identify students who may need to continue practicing specific skills and provide additional support with "Las actividades de apoyo adicional" at the end of each lesson. In Unit 2, Lesson 9, the materials provide additional guidance on segmentation: "Si algún estudiante tiene dificultades con la segmentación, anímelo a pronunciar la palabra lentamente y aplaudir por cada sílaba que escuche."

The materials provide teachers with guidance for scaffolded lessons for students who have not mastered grade-level content and skills. In Unit 8, "Aplicación" instructs students to orally describe an illustration of Benjamin Franklin and answer questions about his life based on the text "Nunca dejes para mañana lo que puedes hacer hoy." During the lesson, students write a sentence describing Franklin; for those who need support, teacher guidance suggests allowing them to dictate their sentence to an adult or a peer.

3.1b – Materials include pre-teaching or embedded supports for unfamiliar vocabulary and references in text (e.g., figurative language, idioms, academic language). (T/S)

The materials include pre-teaching for unfamiliar vocabulary and references in the text. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 10, Lesson 1, the teacher pauses to explain the meaning of *cuadra* using visuals and direct instruction. The guide says: "Una *cuadra* es un área rodeada por cuatro calles en una ciudad." The teacher engages students in discussion, asking if they have ever walked to the end of their block or beyond their neighborhood.

The materials provide embedded supports to help students understand unfamiliar vocabulary and references in text. Each lesson features "Vocabulario esencial," which defines key terms during the lesson preparation phase and includes a table that categorizes the vocabulary into Tier 1 (everyday words), Tier 2 (general academic words), and Tier 3 (content-specific terms) to guide instruction. For example, the key vocabulary for a Unit 2 lesson on the human body includes words such as *oxígeno* and *humano* as unit-specific terms, *rojo* and *sistemas* as general academic words, and *órganos* as an example of a word with multiple meanings.

Additionally, during "Antecedentes o términos esenciales" in Unit 7, Lesson 1 of the *Artes del lenguaje y lectura: Guía del maestro*, the teacher shows an image of a *rueca* (a spinning wheel or spindle) and explains its function. This pre-teaching supports an upcoming fairy tale and the use of the word *tuerca* (hardware nut). During reading, embedded support continues as the teacher pauses to explain unfamiliar vocabulary, such as *pinchará*, clarifying that it means to make a small hole with something sharp.

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

The materials provide teacher guidance for differentiated instruction, enrichment, and extension activities for students proficient in grade-level content and skills. Lessons include "Recursos de apoyo adicional" and "Apoyo para todos los estudiantes" to support differentiated instruction. In "Apoyo adicional," teachers are provided with a visual guide showing the location of sidebar tabs within the lesson and explaining how to tailor instruction to meet diverse student needs. The "Apoyo a la enseñanza" section provides a category for "estudiantes dotados/talentosos" and includes a brief description, followed by a table outlining targeted recommendations and instructional enrichment strategies for gifted and talented students.

The materials provide teacher guidance for differentiated instruction of a Unit 4 lesson in which students are encouraged to write a detailed opinion on a given topic independently: Emergent learners may respond with support from an adult, allowing for guided participation in the task.

Additionally, each lesson provides built-in support for differentiated instruction in the sidebar. The "Lenguaje" section of *Artes del lenguaje y lectura: Guía del maestro*, Unit 8, Lesson 2, for example, provides differentiated prompts based on language proficiency. For students performing at grade level, teachers use sentence frames with the word *bienes* (e.g., "es/no es un bien") to support responses. The materials encourage advanced students to independently generate a list of items not considered *bienes*.

3.2 Instructional Methods

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

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

The materials include explicit prompts and guidance to support the teacher in modeling and explaining the concepts to be learned. For example, the *Destrezas fundamentales: Guía del maestro*, Unit 7, Lesson 3, directs the teacher to introduce the concept of rhyming words by stating, "En esta actividad, vamos a leer algunas palabras y encontrar las que riman." The teacher then reads the words *cepillo*, *cocinero*, *cuchillo*, *cuero*, and *pepinillo* aloud and asks students to repeat each. The script continues with guiding questions on rhyming such as "¿Qué sucede con estas palabras: *cepillo*, *cuchillo* y *pepinillo*? ¿En qué se parecen?"

The materials incorporate explicit prompts and guidance to assist teachers in modeling and explaining key concepts. For example, in a lesson about present and past tense verbs, the teacher's prompts begin with "Pregunte a los estudiantes: ¿Qué es un verbo? Dígales que es una palabra que indica acción . . ." and continue by explaining verb tenses with examples.

Additionally, in the *Guía del maestro*, Unit 8, Lesson 3 directs the teacher to write a retelling activity using the story structure "Alguien quería, pero, así que, entonces." The teacher writes on a Graphic Organizer and follows the direct prompt, "Recuérdales que un resumen cuenta los eventos importantes, pero también cuenta el problema de la historia y cómo se resuelve. Refiérase a la tabla previamente preparada sobre Alguien quería, pero, así que, entonces. Diga a los estudiantes que utilizarán esa tabla para resumir la lectura en voz alta de hoy."

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

The materials include teacher guidance and recommendations for effective lesson facilitation using various instructional approaches. The "Vistazo a la lección" section of *Artes del lenguaje y lectura: Guía del maestro*, Unit 9, Lesson 5 offers a step-by-step plan with grouping, timing, and required materials such as a timeline, visuals, and dry-erase boards, for example.

Another instructional approach is used in Unit 4, when students write a letter to the main character of

the story "La Tierra de adentro hacia afuera," a geologist, and pair up to add details. The lesson includes an exit ticket for which students list three items and identify whether each item is inside, on, or on top of the *corteza*.

Additionally, in *Destrezas fundamentales: Guía del maestro*, Unit 6, Lesson 12, students practice words with *cl* and *gl*. The materials include guidance to include a kinesthetic approach aided by a Picture Card of a balloon (*globo*) and incorporating total body movement: "Repita la dinámica con la Tarjeta de imagen para globo, pero, para fomentar un mayor movimiento de los estudiantes, dígales que son globos que flotan en el aire, para que simulen que vuelan por todo el salón de clases." Students then choral read and segment *cl* and *gl* words written on the board. Materials also guide teachers to use colored blocks as a hands-on tool, assigning one block per syllable to reinforce the concept during segmentation.

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

The materials support various types of practice and provide teacher guidance with recommended structures for effective implementation. Each lesson includes a summary "Vistazo a la lección" with a chart outlining the lesson length and types of practice used, including individual work, whole-group instruction, and collaborative activities. For example, a "Vistazo a la lección" lists the components for a 40-minute lesson, which includes a whole-class warm-up with syllable blending and segmenting using AE Cards, a dictation practice using individual notebooks and digital resources.

The materials provide varied practice opportunities and structured teacher guidance to support effective and consistent implementation. For example, a Unit 9 lesson includes whole-group, collaborative, and individual teacher guidance. The teacher's guidance recommends reviewing prior knowledge about Daniel Boone using guided questions. Students collaborate and work individually to draw a map of the route from their home to school.

The materials include lesson plans to guide teachers in structuring and implementing multiple types of practice and recommended structures. Materials include sidebar notes with recommendations on whole-group instruction, small-group differentiation, and individual support to help the teacher tailor a lesson to meet students' needs. For example, Unit 3, the guidance suggests that the teacher a visual to help students who are having difficulties with independent practice: "Muestre a los estudiantes una imagen histórica del lago de Texcoco y explique que el lago es una gran masa de agua que está rodeada de tierra."

3.3 Support for Emergent Bilingual Students

An emergent bilingual student is a student who is in the process of acquiring English and has another language as the primary language. The term emergent bilingual student replaced the term English learner in the Texas Education Code 29, Subchapter B after the September 1, 2021 update. Some instructional materials still use English language learner or English learner and these terms have been retained in direct quotations and titles.

GUIDANCE	SCORE SUMMARY	RAW SCORE
3.3a	All criteria for guidance met.	1/1
3.3b	All criteria for guidance met.	8/8
3.3c	All criteria for guidance met.	1/1
—	TOTAL	10/10

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

The materials include implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. The Biliteracy Resource Guide outlines how *Artes del lenguaje y lectura* and *Destrezas fundamentales* align with various Texas bilingual models, including Dual Language (One-Way and Two-Way), Transitional Bilingual (Early and Late Exit), and ESL. The materials also provide sample schedules for 90/10 and 50/50 models, showing how instruction can alternate by subject, day, or week to ensure balanced language development.

The materials provide the teacher with implementation guidance to support teachers in effectively using the materials in state-approved bilingual/ESL programs. For example, in a 90/10 model, foundational reading is delivered in Spanish, while English is introduced through oral language activities. In a 50/50 model, instruction is evenly split between Spanish and English using flexible scheduling options.

The materials incorporate clear guidance to help teachers implement lessons successfully in accordance with state-approved bilingual and ESL programs. Each lesson in *Destrezas fundamentales* features built-in strategies in the "Conexión bilingüe" section. For example, a lesson to support students with metalinguistic connections states, "La pronunciación del sonido /o/ en español es diferente a la pronunciación del sonido /o/ en inglés. En español /o/ hace un sonido corto mientras que en inglés es más largo."

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 to support emergent bilingual students in building academic vocabulary through oral and written discourse. In *Artes del lenguaje y lectura: Guía del maestro*, Unit 8, Lesson 6, students develop oral language through direct instruction, repetition, sentence frames, and discussions of key terms such as *alternos*. This oral practice transitions into written discourse, when students compose 1–3 sentences about the original United States flag after a guided discussion and coloring activity. Students apply what they learned to describe key features and symbolism.

The materials offer targeted guidance to support emergent bilingual students in developing cross-linguistic connections through speaking and writing activities. In *Destrezas fundamentales*, Unit 7, Lesson 2, students read and discuss the text "Todo en familia," answer comprehension questions about key details of the chapter, and use a dictionary to find definitions. Students make cross-linguistic connections through oral and written discourse, using the cognates *computer*, *music*, *restaurant*, and *teacher*. The teacher's guidance suggests multiple activities to review the cognates, such as writing and facilitating a discussion about the similarities and differences of the words.

The materials offer integrated instructional support that enables emergent bilingual students to make cross-linguistic connections through oral and written language use. Lessons in *Artes del lenguaje y lectura* include inferential and evaluative questions. In Unit 8, teachers prompt students with inferential and evaluative questions, such as "¿Quién gobernaba y controlaba las trece colonias británicas, el rey de Gran Bretaña o la gente que vivía en las colonias?" and "¿Preferirías ser uno de los nativos americanos que vivieron por primera vez en América del Norte o uno de los colonos ingleses?"

3.3c – If designed for dual language immersion (DLI) programs, materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language.

The materials include resources that outline opportunities to address metalinguistic transfer from English to the partner language. The Biliteracy Resource Guide highlights cross-linguistic connections that enable students to analyze the similarities and differences between English and Spanish. Throughout *Destrezas fundamentales*, "Conexión bilingüe" prompts guide teachers in facilitating contrastive analysis of phonics, grammar, and cognates. For example, lessons compare verbs such as *ser* and *estar* to the English infinitive "to be," and explore pronunciation differences, such as the silent *u* in Spanish words (*queso*) versus its pronunciation in English (*queen*).

The materials provide the teacher with resources that support metalinguistic transfer from English to Spanish. The *Libro de vocabulario: Guía del maestro* is specifically designed for students who do not speak Spanish and is intended for use in small groups or pairs. The resource states: "La idea es proveer a los estudiantes con experiencias de aprendizaje divertidas, visualmente atractivas y con una metodología sólida, que les permita comunicarse rápidamente en español con sus maestros y compañeros."

The *Guía de programa e implementación* provides guidance to help teachers implement the materials effectively by outlining various bilingual program models. It also offers a brief overview of Emergent Bilingual (EB) students, explaining that their language development varies depending on when they begin learning the language. The materials state: "El programa Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5 es un conjunto de materiales que incluye adaptaciones lingüísticas para los estudiantes EB, con una instrucción diseñada para comunicarse, secuenciarse y apoyarse de manera acorde con el nivel de competencia en inglés de los estudiantes." The resource provides implementation guidance to include reference to sidebar tabs within each unit that offer further lesson-level support, differentiated by proficiency levels: *nivel emergente*, *a nivel*, and *nivel avanzado*.

4. Phonics Rule Compliance

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

4.1 Explicit (Direct) and Systematic Phonics Instruction

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

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

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

The materials include systematic and sequenced instruction of phonics skills. The *Guía de programa e implementación* outlines how phonics instruction is structured across units and lessons. It includes visuals and examples that guide teachers to specific sections in *Destrezas fundamentales*, where instruction begins with recognizing and learning sounds and progresses to blending and forming syllables through targeted activities. As students advance, they are introduced to more complex concepts, such as multisyllabic words, digraphs, accents, diphthongs, hiatuses, affixes, and homophones.

The materials follow a structured phonics sequence beginning in Unit 1 with a review of sounds (phonemes) and sound-letter relationships. Students develop foundational skills through activities such as sound identification, when they learn to recognize specific sounds in spoken words. They continue practicing syllable blending and segmentation, as well as reading multisyllabic words, including those with diphthongs and hiatuses. In Unit 7, instruction focuses on using multisyllabic words of up to four syllables within sentences, along with continued practice in blending and segmenting syllables. By Units 8 and 9, students work with isolated sounds involving diphthongs and hiatuses, engage in sentence-level activities using personal and possessive pronouns, and apply their knowledge of complex syllables such as *güe* and *güi*.

The materials offer phonics instruction that is systematic and carefully sequenced. In *Destrezas fundamentales: Guía del maestro*, phonics instruction follows a systematic progression. Unit 2, Lesson 1 begins with blending and segmenting syllables in simple words, supported by teacher modeling and gestures to emphasize syllable boundaries. Students gradually move from oral practice to associating sounds with letters (/n/, /ñ/, /j/), then learn spelling rules, such as when to use *j* or *g* for the /j/ sound.

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 practice opportunities for phonics skills in isolation and through decodable texts. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 3, Lesson 11, students receive direct instruction in identifying and pronouncing diphthongs (/ai/, /au/, /ei/, /ie/) using large Letter Cards and teacher-led repetition. During "El dictado," the teacher provides step-by-step modeling of words with /k/ and /s/ sounds in specific syllable patterns (e.g., *ca*, *co*, *cu*, and *ce*, *ci*). These skills are then reinforced through a decodable text, "Las flores del cactus," where students apply phonics knowledge by identifying and reading words with diphthongs such as *seis* and *cielo*.

In *Guía del maestro*, Unit 4, Lesson 3, students practice in isolation the diptongo /ue /ue/ by mixing and segmenting the words *fuelle*, *puerta*, and *fuego*. Students continue to practice this skill in the decodable book *¿Dónde está Lili?*. The materials provide ongoing practice for this skill in Lesson 4 by identifying the sounds /ue/ and intentionally rereading the decodable text *¿Dónde está Lili?* to identify and circle words with the diptongo /ue/.

The materials provide the teacher with clear practice opportunities for phonics skills, independently and embedded within decodable texts. For example, in Unit 8, Lesson 1 of *Destrezas fundamentales: Guía del maestro*, students learn the meaning and use of the prefix *des-* through teacher modeling and guided partner work. They first analyze words with and without the prefix and then complete related activities using their *Cuaderno de actividades*, reinforcing the skill through intentional, consistent practice.

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 daily lessons containing explicit phonics instruction with teacher modeling. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 5, Lesson 6, students practice decoding multisyllabic words and phrases such as "*Salta como rana*" through reading and movement, building fluency with phonics patterns. The teacher models correct pronunciation and decoding before students act. In a related dictation activity, the teacher segments the sentence "*Julio abraza a su muñeco Miel,*" guiding students to write it word by word and analyze phonics features such as *trabadas* (e.g., *abraza*) and syllable patterns.

The materials provide lessons with clear and direct phonics instruction and teacher modeling. For example, the teacher explicitly models how to segment words in Unit 5, Lesson 3. The instructional materials explicitly state: "Explique a los estudiantes que usted dirá algunas palabras en voz alta y ellos tendrán que segmentarlas en sílabas. Usando el protocolo de gestos para segmentar palabras, levante la mano y muestre los dedos índice, medio, anular y meñique mientras dice la palabra *mariposa*."

Pida a los estudiantes que repitan la palabra después de usted.

Mueva el dedo índice mientras dice la primera sílaba, *ma*. Mueva el dedo medio mientras dice la segunda sílaba, *ri*. Mueva el dedo anular mientras dice la tercera sílaba, *po*. Mueva el dedo meñique mientras dice la cuarta sílaba, *sa*. Pida a los estudiantes que repitan después de usted.

Repita el procedimiento para mezclar y segmentar con el resto de las palabras *primavera pri-ma-ve-ra*, *girasol gi-ra-sol*, *ardilla ar-di-lla*, *gusano gu-sa-no*."

The materials include explicit daily phonics instruction with teacher modeling. For example, in Unit 8, Lesson 7, the section "A calentar motores: palabras que riman" directs the teacher to tape Picture Cards on the board and ask, "¿Cuáles son los sonidos finales?" The scripted instruction then guides the teacher to prompt students to identify words that end with the same syllable by asking questions such as "¿Qué palabra termina con los mismos sonidos que *koala* (/ala/)?" The teacher then explains, "Cuando dos

palabras terminan con los mismos sonidos, decimos que riman. Como *koala* y *sala* terminan con los sonidos /ala/, entonces, riman." Students identify additional rhyming word pairs based on shared final sounds.

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

The materials provide daily lessons that include explicit and guided instruction opportunities with guidance for immediate and corrective feedback. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 6, Lesson 4, students distinguish verbs in present and past tense using visual and contextual cues (e.g., *hoy* and *ayer*). Using syllabication and example sentences, the teacher models pronunciation and writing of accented verbs such as *cantó* and *usó*. Students practice collaboratively with structured oral tasks and written activities in the lesson's "Página de actividades." The teacher circulates to provide real-time correction and addresses mispronunciations and spelling errors with oral prompts and strategies like syllable clapping.

The materials offer daily lessons that incorporate explicit and guided instruction with opportunities for immediate and corrective feedback throughout the lesson. For example, in "A calentar motores: Sonidos aislados" (palabras con hiato), Unit 8, Lesson 4, , the teacher follows scripted instruction that states: "Explique a los estudiantes que usted leerá los diferentes pares de palabras, que preparó previamente, unas con hiato y otras sin hiato." During this process, the teacher observes student responses, notes students who are struggling, and provides corrective feedback using the scripted prompt: "Ve con cuidado para ver en qué te equivocaste." Students reflect on their errors and make corrections.

In Unit 5, Lesson 13, students work in pairs through decoding and writing activities. Teachers use scripted guidance such as "En caso de que algún estudiante necesite apoyo, diga: 'Casi es correcto. Trata otra vez,'" to explain concepts, support struggling students, and facilitate peer sharing to reinforce understanding and accuracy.

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

The materials include daily lessons that include a variety of opportunities for students to practice phonics skills through collaborative learning and independent practice. For example, in Unit 4, Lesson 2, "Dictado," students practice phonics skills independently through a dictation activity and make corrections to it independently. In the same lesson, students work with a partner to read a chapter in the decodable text titled "Mi oruga" as a collaborative practice.

In *Destrezas fundamentales: Guía del maestro* Unit 7, Lesson 14, students participate in listening discrimination activities to identify target sounds such as /t/ and /d/, and engage in oral segmentation and blending routines. These activities begin as a whole group and transition into partner work and hands-on tasks, such as assembling word puzzles with suffixes (-ito/-ita, -or/-ora) and reading aloud to peers. Independent practice includes writing target words and forming new words with given syllables. Students also complete phonics-based activity pages, reinforce learning with drawing and writing, and are encouraged to share and explain their answers with a partner or the class.

The materials provide various opportunities for students to practice daily phonics skills through independent activities. For example, in Unit 8, Lesson 5, students engage in independent practice by completing a "Página de actividades," writing words using the syllables *güe* or *güi*. To extend the practice, students independently identify and circle the *güe* or *güi* syllables in words on the page and read each word aloud, reinforcing phonics skills through self-guided application.

4.3 Ongoing Practice Opportunities

19 TAC §74.3001(b)(1)(D) / Texas Reading Academies: Module 2E – The Science of Reading

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

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

The materials include intentional, cumulative phonics review and practice activities throughout the curriculum. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 1, Lesson 17, students regularly engage in blending and segmenting syllables, decoding diphthongs such as /ai/, /au/, and /ie/, and identifying letter-sound correspondences such as /k/ and /s/ sounds in different syllables. Students practice these skills using multiple assessment pages, including oral and written phonics tasks and integrated spelling, grammar, and reading comprehension activities. Teachers use ongoing assessments to identify areas for targeted reinforcement, supporting continued phonics development across the unit.

The materials provide the teacher with intentional, cumulative review and practice embedded within each unit. For example, in Unit 8, review-focused lessons are built into the instructional sequence, such as Lesson 3, "Diphthongs," Lesson 5: "Syllables *güe*, *güi*, and Personal Pronouns," and Lesson 7, "Rhymes, Prefixes, and Possessive Pronouns." Within each review lesson, students complete structured activities through sections such as "A calentar motores," "Identificar palabras," and "Clasificar palabras," allowing them to systematically revisit and reinforce previously taught phonics concepts.

The materials feature designated cumulative review sections "Pausas" 1 and 2, after the mid-unit and final evaluations, reinforcing key phonics skills covered throughout the unit. For instance, in Unit 8, "Pausa 1," students review and practice content from earlier lessons, including the prefix *des-*, diphthongs, personal and possessive pronouns, and the syllables *güe* and *güi*.

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

The materials include practice opportunities with phonics skills that have been explicitly taught. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 8, Lesson 3, students engage in targeted practice with diphthongs such as *ia*, *ie*, *ue*, and *ui*. The lesson begins with a warm-up activity in which the

teacher displays large Letter Cards for the diphthong *ia* and models pronunciation, guiding students to listen carefully and raise their arms when they hear words containing this sound. Additionally, students participate in group reading and writing activities, such as identifying, underlining, and categorizing words with diphthongs on a guided worksheet.

The materials provide the teacher with practice opportunities for previously and explicitly taught phonics skills within the unit. For example, in Unit 8, Lesson 3, students review *sonidos aislados*. The teacher displays a "Página de actividades," reviewing the instructions and directions with the class. Students work in pairs or small groups to complete the "Página de actividades," reinforcing their understanding of the targeted diphthongs that have been previously taught.

The instructional materials provide opportunities for students to practice skills that have been explicitly taught. For example, in Unit 5, after receiving explicit instruction on diphthongs and hiatus, students use the *Cuaderno de actividades* to apply their knowledge by reading five sentences, circling diphthongs, and underlining the hiatus.

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

The materials include decodable texts that offer cumulative practice of previously taught phonics skills. For example, in Unit 4, Lesson 7 of *Destrezas fundamentales: Guía del maestro*, students read "Sueño que vuelo," which targets phonics patterns such as the silent *h* and diphthongs *ue* and *ui*, all of which were explicitly taught in earlier lessons.

In Unit 5, students engage with the decodable text "El gran día" repeatedly, each time with a different and increasingly challenging focus. In Lesson 4, students listen to the text while applying their knowledge of previously taught *sílabas trabadas*. In Lesson 5, they read the text independently, focusing on punctuation marks introduced in previous lessons.

In Unit 9, the decodable text *Mi hermano, el pianista* reinforces new and previously taught skills. Students apply their knowledge of phonics while practicing *adverbios de tiempo*, which were introduced earlier in the unit.

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

The materials include an instructional focus with opportunities for practice in isolation and practice in decodable, connected text. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 7, Lesson 3, students begin with isolated practice blending and segmenting multisyllabic words containing the /y/

sound, such as *cuchillo*, *desayuno*, *cepillo*, and *silla*. This practice follows a structured routine supported by digital images and observation checklists. Later in the lesson, students apply their phonics and vocabulary knowledge in context during a shared reading of the decodable chapter "Tío Ale" from the book *Todo en familia*.

The materials incorporate opportunities for practice in isolation and decodable, connected text through teacher-guided instruction. For example, in Unit 8, Lesson 5, students practice the syllables *güe* and *güi*. Students then practice reading words with the same syllables in the decodable text *La gran nevada*.

The materials provide focused instruction with opportunities for isolated skill practice and application within decodable, connected texts. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 5, Lessons 1–7, students focus on *sílabas trabadas* such as *br*, *tr*, *pr*, and *fr*. In Lessons 1–4, students practice these blends in isolation by blending and segmenting syllables. Beginning in Lesson 4, students engage in intentional, ongoing practice by reading the decodable text "El gran día." In Lesson 7, students read words such as *brazo*, *trampa*, and *primavera*, and apply their skills through another decodable text "La llegada."

4.4 Assessment

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 material offers a variety of developmentally appropriate assessment tools. The *Guía del maestro* provides multiple assessment options for teachers to select activities that best fit student needs while still effectively measuring content knowledge and skills. For instance, in Unit 7, the "Pausa" section includes activities such as analyzing images, drawing, using a Venn diagram to compare and contrast, playing a game, music, student read-aloud, crafts, or vocabulary activities. One activity states: "Pida a los estudiantes que hagan títeres o marionetas sencillas de los personajes de un cuento de hadas concreto y que luego las utilicen para volver a contar el cuento," encouraging students to connect learning with hands-on experiences.

The materials offer a range of developmentally appropriate assessment tools. In "Pausa 1" of the *Guía del maestro*, Unit 6, students can complete specified activities in any order they choose. The activities are aligned to the unit objectives, which allows teachers to select the ones that best support each student's learning needs. This flexibility supports differentiation and gives students multiple ways to demonstrate their understanding. It also encourages small-group work, which is appropriate for first graders and helps build academic as well as social skills.

The materials include a wide range of developmentally appropriate assessment tools that support students' progressive skill development. For example, the Unit 1 calendar outlines various tools for measuring phonological and phonics skills in the unit. At the beginning of the unit, students connect sounds to their corresponding letters: /o/ > o, /a/ > a, /i/ > i, /e/ > e, /u/ > u, /m/ > m, /p/ > p, /s/ > s, and /l/ > l. By the end of the unit students should be able to manipulate and segment syllables that include the following sounds: /f/ > f, /t/ > t, /rr/ > r, rr; /b/ > b, v; /k/ > c, q; /r/ > r, and /y/ > ll.

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

The materials include embedded progress monitoring tools that systematically and accurately assess students' acquisition of grade-level phonics skills. For example, "Verificar la comprensión" in *Destrezas fundamentales: Guía del maestro*, Unit 5, enables teachers to check whether students can correctly replace syllables to form words: "Supervise que los estudiantes sustituyen adecuadamente las sílabas . . . sin invertir el orden." These quick checks are built into all the units and lessons to help guide instruction based on student progress.

The "Registro de observación de mezcla y segmentación en voz alta" systematically and accurately measures student acquisition of grade-level phonics skills. The tool allows teachers to track student performance across six lessons and includes space for student names and a "total correct" column. Teachers document whether students accurately segment and blend, which is aligned to TEKS 1.4. While using this checklist, educators can monitor the correct words written when syllables are manipulated, and if they were segmented correctly.

The *Guía del maestro* includes the "Registro anecdótico de fluidez," which focuses on broader aspects of reading development, including phonics. The document prompts the teacher to observe the students: "Examine por el salón para escuchar a los estudiantes. Conforme los escuche, tome notas en el Registro anecdótico de fluidez. Busque patrones en los errores de un estudiante en específico o de toda la clase." This tool allows teachers to document individual student performance in real time, providing valuable data to monitor progress and guide phonics instruction.

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

The material offers assessment opportunities throughout the school year that are aligned to progress monitoring tools. The *Guía de programa e implementación* features an "Evaluaciones" section that outlines the use of pre-assessments, midyear assessments, end-of-unit assessments, and end-of-year assessments. These assessments allow teachers to systematically track student growth from the beginning to the end of the academic year, ensuring that instruction is adjusted based on student needs and aligned to learning.

The materials incorporate frequent checks for understanding that span each lesson and unit; in *Artes de lectura y lenguaje*, Unit 8, Lesson 2, the "Verificar la comprensión" section prompts the teacher to say, "Señale y nombre una de las trece colonias británicas."

The materials also include the midyear "Evaluación de mitad de unidad (K-2)" to help teachers evaluate

student progress mid-unit, outlining specific activities to be used during the assessment and including a visual example to guide implementation, which helps ensure consistent and purposeful progress monitoring throughout the year.

4.5 Progress Monitoring and Student Support

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

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

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

The materials include data-management tools for tracking individual student progress to make appropriate instructional decisions to accelerate instruction. Each unit provides a "Hoja de registro de la evaluación Intermediaria y final" that includes a section for recording notes on student progress. The guidance states: "Una vez que la Hoja de registro esté completa, podrá examinar rápidamente para determinar si hay grupos de estudiantes que podrían beneficiarse con práctica adicional en un área determinada." This tool supports monitoring student progress to help determine whether to accelerate instruction or pause for up to one week of targeted additional practice in a specific area.

In Unit 5 of the *Destrezas fundamentales: Guía del maestro*, the "Registro anecdótico de fluidez" tool allows teachers to document over multiple lessons, supporting targeted instruction based on observed progress and needs over time.

The materials provide assessment tools that yield data teachers can analyze and interpret to make instructional decisions. "Evaluaciones" in the *Guía de programa e implementación* provides detailed information on formative, summative, midyear, and final evaluations, outlining when and how teachers can track student progress using various tools. For example, the "Evaluación formativa diaria" is conducted through multiple activities embedded in the lessons, such as observation, writing questions and answers, drawing, word generation, and identification tasks. This daily formative evaluation includes comprehension questions and checks for understanding that support ongoing adjustments to accelerate instruction and student learning.

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

The materials include data-management tools for tracking whole-class student progress to analyze the needs of the students. For example, the "Registro de observación de mezcla y segmentación en voz alta" in *Destrezas fundamentales: Guía del maestro* Unit 4 enables teachers to document whether students

correctly blend and segment spoken words. The form includes a checklist with symbols to mark correct and incorrect responses, along with subtotals for each student. This structured tool helps teachers identify class-wide patterns and trends in foundational literacy skills and make informed adjustments to instruction based on student performance.

The materials incorporate tools for tracking whole-class student progress to analyze students' patterns. In Unit 5 of the *Destrezas fundamentales: Guía del maestro*, the "Registro de observación de preguntas para comentar" provides a chart for teachers to record individual student responses to comprehension questions focused on character, setting, and events. This tool enables teachers to compare responses across the class, identify trends, and determine areas in which multiple students may require additional support.

The materials provide tools to track students' whole-class data to analyze students. For example, the form "Registro para la rúbrica de evaluación de escritura" assesses content, writing skills, language conventions, and spelling accuracy. This information is presented on a page listing the names of all the students in the class, allowing the teacher to analyze patterns and identify students' needs.

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

The materials include guidance on determining the frequency of progress monitoring based on students' strengths and needs. For example, "Preparación previa" in the *Destrezas fundamentales: Guía del maestro* guides teachers to prepare observation records such as the "Registro de observación de mezcla y segmentación en voz alta" and the "Registro anecdótico de fluidez." Teachers are instructed to observe and document each student's reading performance throughout the week, supporting consistent tracking of progress and grouping students based on their current needs.

Destrezas fundamentales includes the "Evaluación en unidad" section, which provides information about unit evaluations including "Evaluaciones de nivelación," "Evaluaciones formativas y apoyo adicional a la enseñanza," and "Evaluación del desempeño." This section includes guidance and a table chart outlining the frequency of these evaluations within the unit. If students require additional practice, the materials also offer "Apoyo adicional" to support those who need more targeted instruction.

The materials include specific guidance on determining the frequency of progress monitoring based on students' needs. For example, the Unit 5 introduction in *Destrezas fundamentales: Guía del maestro* includes a two-day midyear assessment for the end of the unit. The first day assesses all students, and the second is reserved for reassessing those who did not meet expectations.

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 guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. For example, in *Artes del lenguaje y lectura: Guía del maestro* Unit 8, the "Evaluación de la unidad" section guides teachers to use student assessment results to review and reteach the following day. The evaluation includes checks for vocabulary and content knowledge, and teachers are to analyze the results to plan targeted review and instruction.

The materials offer strategies for enhancing learning using progress monitoring data to help students achieve mastery of targeted concepts. For example, in *Artes del lenguaje y lectura*, the Unit 5 materials include guidance on using tasks and activities based on student performance on the final evaluation. The instructions in the "Actividades finales" section state that the last two days of the unit can be used to reinforce, expand, or enrich learning. Students who demonstrate their understanding of the unit concepts go on to create a book showcasing what they have learned throughout the unit.

The materials include guidance on how to accelerate learning based on the progress monitoring data to reach mastery of specific concepts. For example, the Unit 3 "Actividades finales" section of the *Guía del maestro* states that students can be grouped according to specific areas of need and strength identified through formative and unit assessments. The guidance is to use data to optimize instructional time and address learning gaps, thereby accelerating learning.

5. Foundational Skills

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

5.A Print Awareness

5.A.1 Print Awareness K–1

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 7B – Pre-Reading Skills

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

5.A.1a – Materials include teacher guidance to provide explicit (direct) and systematic instruction in print awareness and for regular review of print concepts, including how print has different purposes (K–1). (T)

The materials include teacher guidance to provide explicit instruction in print awareness and for regular review of print concepts, including how print has different purposes. For example, in Unit 6, Lesson 1, the teacher helps students identify the purpose and information provided by different parts of a book. The teacher guidance states, "Invite a los estudiantes a examinar el glosario al final del libro. Comente que las palabras están en orden alfabético y que pueden revisarlo en caso de encontrarse una palabra desconocida o específica del tema."

In *Destrezas fundamentales: Guía del maestro*, Unit 1, Lesson 7, the guidance prompts the teacher to emphasize awareness of punctuation and say, "Pregunte: ¿Cuántas oraciones hay en esta página?" ¿Cómo lo saben? (La primera letra empieza con mayúscula y hay un punto al final de la línea)." The teacher models print features such as capital letters at the beginning of sentences and periods at the end, reminding students that sentences are made up of individual words, reinforcing the structure and communicative purpose of written language.

Additionally, in *Destrezas fundamentales: Guía del maestro*, Unit 1, Lesson 8, teachers review the function of a title by pointing to it and reading it aloud, reinforcing that titles offer clues about the content of a story. The guidance states: "Señale y lea el título del capítulo y recuerde a los estudiantes que el título proporciona una idea de lo que trata el cuento," while students recognize how specific print features support comprehension.

5.A.1b – Materials include frequent opportunities for students to apply print awareness knowledge while engaging with a variety of texts in a variety of formats. (K-1). (S)

The materials incorporate detailed and sequential instruction aimed at building oral language and oracy skills through multiple strategies and techniques. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 2, Lesson 3, students interact with a hard-copy Big Book, *Libro grande Gabi descubre algo*, and its digital version while exploring the chapter "Solo por un tiempo." The teacher discusses differences between digital and print formats, reinforcing format awareness.

In Unit 4, Lesson 1 of the *Guía del maestro*, students use their student readers while the teacher uses a Big Book version of the exact text. The teacher prompts students to find the story "Vamos a volar" in the table of contents. Students then interact with a related digital resource to explore vocabulary words and use tools such as a Picture Dictionary or digital platform to define unfamiliar terms.

In Unit 9, Lesson 1, the teacher uses the decodable book *Mi hermano, el pianista* to lead a group discussion on identifying print features. Each student has a copy of the book and is prompted to name and locate key elements such as the front cover, back cover, and title. Sample questions include "¿Cuál es el frente del libro?" "¿Dónde está el título del libro?" Students also identify where the first chapter begins.

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 include explicit and systematic instructional guidance on developing oral language and oracy through a variety of methods. For instance, in Unit 1, students have meaningful opportunities to practice communication skills and apply language conventions in context under the section "Pensar-reunirse-compartir." The materials provide the following guidance about this oracy routine: "Las estrategias de Pensar-reunirse-compartir y conversar con un compañero brindan oportunidades para enseñar y reforzar cómo comunicarse mediante el uso de las convenciones del lenguaje, participar en el momento apropiado y hacer contribuciones apropiadas a una discusión." These structured interactions help reinforce appropriate speaking behaviors, such as taking turns and using complete sentences.

The materials provide clear and structured instructional support for developing oral language and oracy using a variety of approaches. For example, in Unit 4, Lesson 16 of the *Guía del maestro*, the teacher supports students while they reread the story "Un viaje increíble" or "¡Eres un lido capullo de mariposa!" Students discuss and illustrate their favorite scene from the story using the sentence starters "Mi dibujo muestra . . ." "En esta parte de la historia . . ." and "Dibujé a"

The materials offer detailed and sequential instruction aimed at building oral language and oracy skills through multiple strategies and techniques. In Unit 6, students begin by independently sharing clues to describe a habitat: "Haga que los estudiantes elaboren verbalmente una oración completa para describir su hábitat. '¿Qué otro tipo de cosas podrían utilizar como refugio?' Intenten utilizar la palabra *refugio* cuando hablen de ello." The teacher then models the use of the word *refugio*, and students follow by giving their examples using the term in context. To deepen each student's understanding of the habitat theme, the teacher introduces a personalized "Diario del hábitat." Students engage in oral language practice by constructing and sharing detailed sentences that describe their selected habitats.

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

The materials provide students with opportunities to participate in social and academic conversations tailored to various purposes and audiences. For example, in Unit 1, Lesson 1 of the *Destrezas fundamentales: Guía del maestro*, students learn to listen attentively and respond to a signal, practicing social communication for the purpose of following classroom routines. Students develop social communication skills with different audiences by working both independently and collaboratively during group activities. These interactions help reinforce appropriate behavior, turn-taking, and respectful engagement with peers and teachers. With the teacher's guidance, students practice these skills in structured settings. For example, the teacher might say, "Hoy vamos a aprender cómo trabajar en grupos pequeños," and ask students to gather in their assigned small groups. The teacher then continues, "Hoy vamos a aprender cómo iniciar y mantener conversaciones respetuosas con los compañeros," setting the expectation for respectful and meaningful peer interactions.

The materials include opportunities for students to engage in academic communication for different purposes and audiences. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 1, Lesson 4, students participate in structured discussions that support the development of oral language skills. After listening to the fable "El tigre mentiroso," students engage in a "Pensar–reunirse–compartir" activity, during which they ask and answer questions such as "¿Por qué le miente el tigre al mono?" with a partner, using appropriate vocabulary and sentence structures such as "Diga: 'El tigre de la fábula podía __' y deje que los estudiantes completen la oración.

The materials provide students with opportunities to participate in social and academic conversations tailored to various purposes and audiences. For example, in Unit 8, Lesson 14, partner activity, students take turns sharing what they remember about the topic they will write about. During the same lesson, students engage in an academic language activity in which each receives a card with a noun or its corresponding adjective. Students move around the room to find their companion word card, promoting vocabulary development and peer interaction in an academic context.

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

The materials provide authentic opportunities in Spanish for students to actively listen, ask questions, participate in discussions to comprehend information, and express their ideas and knowledge. For example, in Unit 2, Lesson 8 of the *Artes del lenguaje y lectura: Guía del maestro*, students listen attentively to the read-aloud "Cinco claves para la salud" and respond to questions such as "¿Cuál es una forma de evitar contraer enfermedades?" and "¿Por qué es importante visitar a una pediatra?", sharing ideas about healthy habits such as eating well and exercising, and comparing their ideas to those presented in the

text. The lesson encourages students to ask and answer questions using sentence frames such as "*Creo que una forma de mantenerse saludable es . . .*" and to use complete sentences with supporting details.

During a "Lectura en voz alta" in *Artes del lenguaje y lectura*, Unit 7, Lesson 4, students are guided to listen attentively to a story about a magical frog who overcomes a challenge. To promote engagement, the teacher encourages students to ask questions as they listen, stating, "Digan a los estudiantes que hagan preguntas mientras escuchan." Students are also encouraged to share their thoughts and observations by discussing visual elements related to the story, directing attention to key details such as "la pelota dorada en el fondo," supporting oral expression, and reinforcing connections between text and illustration.

The materials offer meaningful opportunities in Spanish for students to engage in active listening, pose questions, take part in discussions to deepen understanding, and communicate information and ideas. For example, in the Unit 8, Lesson 10 "Lectura en voz alta" of the *Artes del lenguaje y lectura*, students listen carefully to the read-aloud and discuss a famous quote. After hearing the proverb "Nunca dejes para mañana lo que puedes hacer hoy," students think of a question they would like to ask about its meaning and generate additional questions as they listen to the reading.

5.C Alphabet

5.C.2 Letter-Sound Correspondence

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

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

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

The materials clearly and systematically present letter-sound relationships in a sequence that supports basic decoding and encoding skills in Spanish. For example, in the *Guía de programa e implementación*, the materials explain how phonemic awareness is systematically built by teaching common sound-letter relationships to begin reading and writing words quickly. The materials begin with instruction on sound-letter relationships for vowels and the most frequent consonants, enabling students to form letter codes and access a wide range of decodable words early in the learning process.

The materials explicitly and systematically introduce letter-sound relationships in an order that allows for application to basic decoding and encoding in Spanish. In the *Guía del maestro*, Unit 4, Lesson 3, the teacher introduces the diphthong *ue* by first using Letter Cards and asking students, "¿Cuáles vocales lo forman?" to prompt their thinking. The teacher then explicitly teaches the letter-sound relationship and models decoding and encoding using word pairs such as *trono-trueno*, *Pablo-pueblo*, *canto-cuento*, *fuero-fugar*, *muevo-mover*, and *abuela-abrazo*. To reinforce the learning, students participate in an interactive activity in which they stand when they hear a word containing the /ue/ sound, then write the word, and finally circle the diphthong in each word, providing multiple opportunities for practice and application. Lesson 4 continues this progression by focusing on the diphthong *ui*, using similar strategies with words such as *ruido*, *cuidado*, *fui*, and *muy*.

The materials present letter-sound relationships systematically and explicitly to support basic decoding and encoding in Spanish. For instance, when teaching students to read and write *sílabas trabadas* with *cl*, the teacher begins by demonstrating how to identify the sound in the word *clavo*. The teacher then guides students in recognizing the *sílabas trabada gl* in the word *globo*. The class creates a list of words containing both *sílabas trabadas*, and students practice repeating together with the teacher. Finally, students apply their learning by reading the words independently.

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 offer teacher guidance for delivering direct instruction in Spanish that emphasizes linking phonemes to letters within words, along with suggested explanatory feedback to address common student errors and misconceptions. For example, the Appendix in Unit 1 of the *Guía del maestro* provides explicit guidance on syllable types and other word patterns. Students resume previous kindergarten work with two-syllable words that include digraphs and two consonants representing a single sound, such as *ll* or *rr*. When breaking these words into syllables, the digraphs should remain together, following the same rules used for segmenting words with open syllables, for instance, *lla-ve*, *ca-lle*, *pe-rro*. The materials emphasize consistent syllable segmentation to support accurate pronunciation and decoding: "Al combinar el conocimiento de los códigos de la correspondencia letra-sonido aprendidos desde Kindergarten hasta Grado 3, con la habilidad de segmentar palabras multisilábicas en partes decodificables más pequeñas, los estudiantes tendrán las herramientas que necesitan para decodificar independientemente casi cualquier palabra que se encuentren."

The Appendix in Unit 1 of the *Guía del maestro* also explains the correct pronunciation and syllable division of words with *qu* and *gu* in which the *u* is silent, as well as words with a dieresis (*güe*, *güi*), where the *u* is pronounced. Students learn to segment these words by keeping both vowels in the same syllable, as in *bi-lin-güe*, *ci-güe-ña*, and *güi-ra*, helping prevent common pronunciation errors. To provide feedback for common mispronunciation, the materials provide the following teacher guidance: "En español, estas combinaciones tienen la particularidad de que la vocal *u* no se pronuncia, lo que resulta en sílabas con dos vocales en donde solo se pronuncia una de ellas. Además, debemos tomar en cuenta la diéresis, signo que se utiliza en las sílabas *güe* o *güi* para indicar que la vocal *u* debe pronunciarse. Segmentar y pronunciar palabras con estas combinaciones de letras puede resultar un desafío para muchos estudiantes."

The materials provide teacher support for explicit instruction in Spanish that focuses on associating phonemes with letters in words, including recommended feedback to help students overcome common mistakes and misunderstandings. For example, "Distinguir entre pares mínimos" in the *Guía del maestro*, Unit 5, Lesson 12, provides explicit instruction for the teacher to help students address common misconceptions and errors with words that sound very similar but differ by just one sound and have different meanings, such as *dona* and *doña*. To correct this error, the teacher guidance states: "Explique a los estudiantes que escucharán pares de palabras muy parecidas, pero que son diferentes en un solo sonido y en su significado, a las que se les conoce como pares mínimos."

5.C.2c – Materials include a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce (through cumulative review) their understanding of applying letter-sound correspondence to decode one syllable and multisyllable words in isolation and authentic Spanish decodable connected text. (PR 2.A & 2.A.3) (S)

The materials offer a range of activities and resources in Spanish that help students develop, practice, and strengthen their skills in applying letter-sound correspondence to decode one-syllable and multisyllable words in isolation and within authentic Spanish decodable connected text. For example, Unit 3, Lesson 6 of the *Destrezas fundamentales: Guía del maestro*, presents the diphthong /ie/ through the use of Letter Cards, Picture Cards, e.g., *diente* and *pie*, and oral segmentation routines such as identifying the diphthong in pairs of words, such as *piel, pelo; feria, fiesta; bien, baile; seta, siete*. Students then decode and apply the /ie/ sound in connected text during a shared reading of the decodable text "Cosas de Arizona."

A Unit 4 lesson explores the *h silenciosa*. The teacher introduces the syllable *ham*, and students pronounce it and then expand it to form the word *hamburguesa*. Students also create sentences using words with *h silenciosa* and read the story "Sueño que vuelo" to locate the multisyllabic words such as *húmedo, hermoso, and horas*.

The materials provide diverse activities and resources in Spanish designed for students to build, practice, and reinforce their ability to use letter-sound correspondence to decode one- and multisyllable words individually and within authentic Spanish decodable connected texts. For example, in Unit 9, Lesson 1, students develop and practice decoding in isolation by working with the digraphs /ch/, /ll/, and /rr/ in multisyllabic words such as *lechuga, torre, chocolate, and quesadilla*. Using the decodable book *Alan, el bailarín*, students apply and reinforce these decoding skills in connected text through reading, retelling, and identifying words with *ch, ll, and rr*.

5.D Phonological Awareness

5.D.1 Phonological Awareness (K–1)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.1a	All criteria for guidance met.	2/2
5.D.1b	This guidance is not applicable to the program.	N/A
5.D.1c	All criteria for guidance met.	2/2
5.D.1d	All criteria for guidance met.	4/4
—	TOTAL	8/8

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

The materials provide a systematic Spanish-language sequence for introducing phonological awareness that begins with simple skills and transitions to more complex skills. Instruction begins with foundational skills and larger units of sound, then gradually progresses to more complex skills and smaller sound units. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 4, Lesson 4, students identify the diphthong /ue/ in word pairs such as *puerta* and *luneta*. They then practice blending and segmenting syllables in words containing the target sound, such as *fuelle*, *fuego*, and *nueces*. Lesson 6 applies a similar instructional progression, using the diphthong /ui/ as students identify the sound in pairs such as *Luis* and *luz*, then blend and segment words such as *ruido*, *muy*, and *cuidar*, aligning with TEKS 1.2.A.iv and 1.2.B.i.

In Unit 4, Lesson 11 of the *Destrezas fundamentales: Guía del maestro*, students identify the target diphthongs /güe/ and /güi/ in spoken words, such as *bilingüe*, *agüita*, and *pingüino*, and distinguishing them from similar-sounding words. This activity focuses on larger sound units through auditory discrimination of syllables. The lesson then progresses to blending and segmenting those words into syllables (*pin-güi-no*, *a-güi-ta*), supporting the transition from larger to smaller sound units. Additionally, students repeat the words, identify the correct pronunciation, and later manipulate sounds by selecting the proper form, e.g., *agüita* versus *aguita*.

The materials are organized in a systematic sequence designed to introduce activities that promote phonological awareness in accordance with grade-level Spanish TEKS, which begins with simple skills and larger units of sound and gradually transitions to more complex skills and smaller units of sound. For

example, TEKS 1.2.A.ii, which addresses recognizing spoken alliteration, is explicitly taught in Unit 8, Lesson 2. The lesson begins by repeating words that start with the /p/ sound, gradually building a list of additional words that share the same initial sound. The teacher introduces the concept of alliteration and states, "Comente que estas palabras tienen el mismo sonido inicial. Explique a los estudiantes que cuando el mismo sonido se repite en varias palabras juntas, se crea algo llamado aliteración y que algunos escritores la usan para embellecer o dar musicalidad a sus textos." Students recite a *trabalenguas* emphasizing the /p/ sound to reinforce the concept while recognizing spoken alliteration or groups of words that begin with the same simple syllable or initial sound.

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

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

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

The materials incorporate explicit instruction for teaching phonological awareness skills authentic to Spanish, including recommended explanatory feedback to address common student errors. For example, in Unit 5, Lesson 2 of *Destrezas fundamentales: Guía del maestro*, students practice blending and segmenting multisyllabic words such as *reina* and *seis*. The teacher models the process by saying, "Vamos a mezclar las sílabas: *rei-na, seis*," using hand gestures to support auditory and visual learning. To address errors, the teacher repeats the syllables slowly and uses finger cues: "Si la palabra tiene dos sílabas, usen dos dedos." The teacher also observes student responses to identify those needing additional support. To clarify misconceptions, the teacher presents word pairs—one with the target diphthong /ei/, such as *reina*, and one without, such as *ratón*—and prompts students by saying, "Levanten la mano si escuchan el sonido /ei/." If students confuse the sounds, the teacher provides corrective feedback: "Escuchen otra vez: *rei-na*. ¿Escucharon el sonido /ei/? Intentémoslo de nuevo."

The materials offer explicit instruction authentic to Spanish for teaching phonological awareness skills and recommended explanatory feedback that addresses common student errors and misconceptions. For example, in Unit 5, Lesson 5 of the *Destrezas fundamentales: Guía del maestro*, the teacher explains to students that in Spanish, vowels involved in a *hiato* are pronounced with the mouth wide open, unlike the vowels in English. The teacher states: "En español, las vocales que tienen hiato se pronuncian con la boca muy abierta, a diferencia del inglés." To clarify this distinction, the teacher is guided to model the

pronunciation of Spanish-English cognates, emphasizing an open-mouth articulation in Spanish so that students can clearly perceive the difference: "Ejemplifique con la pronunciación de los siguientes cognados, procurando pronunciarlos en español con la boca muy abierta para que noten las diferencias."

The materials provide explicit, Spanish-specific instruction for teaching phonological awareness skills and recommended explanatory feedback to address common student errors and misconceptions. In *Destrezas fundamentales: Guía del maestro*, Unit 5, Lesson 14, students practice blending and segmenting syllables using Picture Cards with words such as *caimán*, *canario*, *gaviota*, and *koala*. To address common errors, the materials prompt the teacher to observe student responses and "Tomar nota del desempeño de los estudiantes en el Registro de observación," allowing for targeted instructional support. Students work with *pares mínimos* such as *mono/moño* and *boda/bota* to address misconceptions. The teacher explains, "Estas palabras se parecen, pero cambian con un solo sonido," guiding students to read each pair and use them in sentences.

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

The materials incorporate a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to grade-level Spanish TEKS. For example, the Unit 2 activity "Repasar las sílabas trabadas" reinforces students' understanding of consonant blends (*sílabas trabadas*) through an interactive word-building exercise. The teacher writes an incomplete word and offers students two possible syllable combinations to complete it: "Explique a los estudiantes que usted escribirá una palabra incompleta y que ellos tendrán que elegir entre dos combinaciones que forman parte de las sílabas trabadas para darle sentido a la palabra." Students analyze the options, consider how each would sound, and determine which combination results in a correctly pronounced word. This activity can be extended with additional examples to reinforce phonological awareness skills through nonverbal strategies. The teacher displays images related to the target words and invites students to represent them using gestures whenever possible: "En lugar de decir las palabras en voz alta, muestre imágenes de ellas o represéntelas con gestos cuando sea posible."

The materials provide a range of activities and resources in Spanish that support students in developing, practicing, and reinforcing phonological awareness skills aligned with grade-level Spanish TEKS. Unit 6, Lesson 1 of the *Destrezas fundamentales: Guía del maestro* offers a "Cadenas de palabras" activity in which students manipulate syllables to form new words, such as *casa* > *caso*; *cara* > *caro*, directly addressing TEKS 1.2.A.iii and 1.2.A.vii. Syllable Cards are used to support oral segmentation and blending. During the dictado, students write sentences that include words with consonant blends such as *pobladores* and

cruzaron (TEKS 1.2.B.vi), then identify and pronounce the syllables *bl*, *pr*, and *cr* to reinforce pattern recognition and decoding. The lesson also incorporates rereading and editing with colored pencils to support orthographic memory. Additionally, students participate in a *trabalenguas* activity using the word *hawaiano*, reinforcing pronunciation and fluency through repetition.

The materials guide the teacher to a variety of activities and/or resources in Spanish for students to develop, practice, and reinforce phonological awareness skills connected to grade-level Spanish TEKS. For example, in Unit 8, the materials offer practice in alliteration skills: The teacher presents a series of images, and students refer to a word wall or board displaying words that begin with the same initial sound. To deepen engagement, students recite the tongue twister "Pepe Pecas" and then identify examples of alliteration within it: "Para complementar el repaso del sonido /p/, comparte y practique con los estudiantes el siguiente trabalenguas: Pepe Pecas pica papas con un pico, con un pico pica papas Pepe Pecas. Si Pepe Pecas pica papas con un pico."

5.D.2 Phonemic Awareness (K–1)

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.D.2a	All criteria for guidance met.	3/3
5.D.2b	All criteria for guidance met.	2/2
5.D.2c	All criteria for guidance met.	2/2
5.D.2d	All criteria for guidance met.	3/3
—	TOTAL	10/10

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

The materials offer a systematic and authentic Spanish progression for introducing phonemic awareness activities, starting with identifying, blending, and segmenting phonemes, then moving to blending phonemes into syllables, and gradually advancing to more complex tasks such as adding, deleting, and substituting syllables. For example, in *Destrezas fundamentales*, Unit 3, Lesson 1, students practice phonemic awareness skills by segmenting with words such as *llave* (segmented as *lla-ve*) and *mariposa* (segmented as *ma-ri-po-sa*). The teacher then introduces the diphthong /ia/, helping students recognize and pronounce this more complex sound pattern. In Lesson 8, students reinforce their understanding by segmenting and manipulating syllables in words with diphthongs.

In the Unit 4 "Guía de rutinas" of the *Destrezas fundamentales: Guía del maestro*, students engage in structured routines such as "Mezclar y segmentar sílabas," during which they blend syllables like *sa-la* to form *sala*, using hand gestures to reinforce the blending process. This routine also supports syllable segmentation, with students using their fingers to represent each sound. Students further develop phonemic awareness by manipulating syllables by forming new words through substitution, such as *va-ca* > *vaca* and *va-ra* > *vara*, and completing multisyllabic words with missing syllables such as *ma__na* > *mañana*. In the *sonidos aislados* routine, students identify specific phonemes within spoken words, such as listening for the /r/ sound in *toro* and *loro*, and then practice segmenting and blending those words.

In *Destrezas fundamentales*, Unit 6, Lesson 6, students use phonological manipulation by adding and deleting syllables. The teacher is instructed to say: "Con las tarjetas que les di van a crear palabras de dos o tres sílabas. Para comenzar, encuentren en sus tarjetas la sílaba pes-. Cuando la encuentren, traten de juntarla con una o dos sílabas más para formar una palabra," guiding students to create words such as *pes-ca*, *pes-ca-do*, and *pes-ca-dor*. Students practice with different syllable combinations in small groups.

The teacher's guidance states: "Hágales notar que cuando se agrega, se elimina o se cambia una sílaba, también cambia la palabra." Students understand how manipulating syllables alters word meaning.

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 deliver clear phonemic awareness instruction and recommended feedback to help students overcome typical errors and misunderstandings. For example, in Unit 1, the *Guía del maestro* explicitly guides introducing letter names and sounds through the activity "La canción del abecedario." The teacher sings the alphabet song slowly, pointing to each letter while pronouncing its name. The guide emphasizes the importance of articulating each letter name separately: "*ele, eme, ene, o, pe,*" rather than blending them as "*eleemeeneope,*" to prevent confusion among students still learning to distinguish individual letter names. If a student makes an error, the teacher pauses and asks guiding questions such as: "¿Qué sonido oyes primero? ¿Después? ¿Qué palabra empieza con esas letras?" After the student attempts to correct the mistake, the teacher provides positive reinforcement by saying: "Vas por muy buen camino."

The materials include explicit instruction for teaching phonemic awareness with recommended explanatory feedback for students based on common errors and misconceptions. For example, in Unit 4, Lesson 5 of the *Destrezas fundamentales: Guía del maestro*, students practice blending and segmenting multisyllabic words such as *familia*, *fuentes*, and *buitre*, using visual cues and hand gestures to support phonemic awareness. The teacher provides clear guidance on how to model each step and monitor student progress using an observation form. The lesson also provides teacher guidance to address a frequent misconception: "Mientras los estudiantes mezclan y segmentan las palabras con diptongos, algunos querrán separar las vocales en dos sílabas. Señale que, en este caso, las vocales u e i están juntas en una sílaba," encouraging teachers to point out during instruction the fact that vowels form a single syllable in Spanish. The guide offers an engaging strategy to support students who struggle with the /ui/ sound, inviting students to pretend they're flying and say, "Whee!" to help them feel and internalize the sound.

The materials offer explicit phonemic awareness instruction accompanied by suggested explanatory feedback to address common student errors and misconceptions. During the "Mezclar y segmentar sílabas" routine in Unit 7, students practice segmenting and blending syllables containing the /s/ sound, using Picture Cards as visual support. They follow the established procedure to blend and segment target words such as *azúcar*, *cigüeña*, *sopa*, and *brazo*. A scripted note in the sidebar provides guidance for addressing common student errors: "Si nota que algún estudiante se equivoca, muestre la manera correcta de mezclar o segmentar las sílabas para que el estudiante pueda volver a intentarlo y corregir." This feedback encourages the teacher to model the correct process, reinforcing the routine for teaching

phonemic awareness.

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

The materials provide clear guidance in Spanish to link phonemic awareness with the alphabetic principle, helping students move from oral language activities to foundational decoding and encoding skills. For example, in *Destrezas fundamentales*, Unit 2, Lesson 9, the materials explicitly guide the sound /j/ practice: "Pronuncie claramente las sílabas *ge* y *gi*. Lea el primer par de palabras de la lista y pregunte a los estudiantes qué palabra tiene la sílaba *ge*, y cuál tiene la sílaba *gi*."

Students practice manipulating and segmenting multisyllabic words such as *girasol*, *gemelos*, and *también*. To reinforce encoding skills, students write complete sentences including "Rosa va a su casa," "El perro come mucho," "El girasol es amarillo," and "Ana y Lina son gemelas."

The materials include explicit guidance in Spanish for connecting phonemic awareness skills to the alphabetic principle, supporting students in the transition from oral language activities to basic decoding and encoding. In Unit 5, Lesson 4 of the *Destrezas fundamentales: Guía del maestro*, students practice blending and segmenting spoken syllables in words such as *brazo*, *fresa*, and *mariposa*: "Indique a los estudiantes que mezclen las sílabas de las palabras *brazo*, *fresa*, *mariposa*, *primavera* y *trompo*, y que luego las segmenten, siguiendo las instrucciones y los gestos de la rutina." Students say the words aloud, break them into syllables, and then use printed Syllable Cards to reconstruct the complete word, bridging auditory and visual recognition. Students then participate in a Word Chain activity using one-syllable verbs such as *voy*, *doy*, and *soy*. They support encoding by substituting the initial sound, saying the new word aloud, and applying it in sentences such as "Yo soy tu amigo."

The materials offer clear guidance that connects phonemic awareness skills to the alphabetic principle, aiding students as they progress from oral language activities to basic decoding and encoding. For example, in Unit 6, Lesson 5, "Presentar el capítulo Duke y Eddie," the teacher guides students to locate words in the glossary, reinforcing the use of alphabetical order and print phonemic awareness skills: "Antes de presentar el capítulo, muestre a los estudiantes cómo utilizar el glosario de su *Libro de lectura*. Recuérdales que las palabras del glosario están organizadas alfabéticamente, es decir, en el mismo orden que tienen las letras en el alfabeto: a, b, c . . ."

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

The materials offer various Spanish activities for students to develop, practice, and reinforce phonemic awareness skills. For instance, in *Destrezas fundamentales: Guía del maestro*, Unit 2, Lesson 15, students use manipulatives to segment words into syllables by pushing an object into a box for each syllable, moving from left to right. To reinforce blending, students then slide a finger underneath the boxes from left to right while pronouncing the complete word.

Later, in Unit 7, Lesson 12, students listen to pairs of words to identify the /k/ sound: "Usted mencionará diferentes pares de palabras, unas con el sonido /k/ y otras con un sonido diferente." Students raise their hands when they hear the target sound, supporting their ability to isolate and identify phonemes. Next, they blend and segment syllables in words containing the /k/ sound following the "Mezclar y segmentar sílabas" routine. Additional activities allow students to practice using Syllable Cards for *ca*, *co*, *cu*, *que*, and *qui*.

Students develop phonemic awareness skills by reviewing syllables such as *güe* and *güi* in Unit 8. The teacher explains that the letter *u* in these syllables requires a diéresis (umlaut) above the *u* to indicate that it should be pronounced. Students then observe an image of a *pingüino* and practice saying words such as *agüita* and *cigüeña* to reinforce correct pronunciation. To extend the activity, students work with a partner to explore their *Libro de lectura* while searching for words that include the *ü*.

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 follow a systematic, grade-level sequence for introducing sound-spelling patterns and syllable combinations, aligning with the Spanish TEKS. According to the *Guía del programa e implementación*, instruction begins with phonemic awareness and progresses to teaching common sound-letter relationships, enabling students to read and write words by forming and decoding syllables. The lessons gradually increase complexity as students advance, incorporating multisyllabic words, digraphs, accents, diphthongs, hiatuses, affixes, homophones, and more. Skill practice is ongoing and increasingly integrated with the broader curriculum, supporting students in applying their knowledge to more complex and challenging tasks.

The materials include a systematic sequence for introducing grade-level sound-spelling and syllable combinations to support decoding single and multisyllabic words, as outlined in the Spanish TEKS. For example, the Unit 1 "Mapa de destrezas" in *Destrezas fundamentales* indicates how students begin with foundational syllable patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV (TEKS 1.2Cii). These patterns lay the groundwork for more advanced instruction in Unit 2, where students build on this knowledge by learning diphthongs, hiatus, and more complex syllables such as *güe* and *güi*.

The materials offer a structured and developmentally appropriate progression for teaching sound-spelling and syllable combinations, aligned to the Spanish TEKS. For example, in the *Destrezas fundamentales: Guía del maestro*, the Unit 4 Calendar features lessons such as "Palabras con diptongos: /ue/, /ui/, *güe*, *güi*" and "Palabras con hiatos," followed by related practice activities such as "Lectura y escritura de palabras con hiatos" and "Dictado de palabras con hiatos." The sequence also integrates syllable segmentation and blending when "Los estudiantes mezclarán y segmentarán sílabas y palabras en voz alta," and structured word building using "tarjetas pequeñas de sílabas para formar palabras con

patrones comunes." Additionally, students engage in decoding and writing exercises with specific orthographic patterns, including "palabras con diptongos previamente estudiados y con la *h* silenciosa."

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 support explicit, direct instruction of grade-level sound-spelling patterns. For example, in the *Destrezas fundamentales: Guía del maestro*, Unit 3, Lesson 3, "A calentar motores" section, the teacher is guided to introduce the sound-spelling pattern *ei* by explicitly stating the sounds /e/ and /i/ produce together. The lesson instructs the teacher to explain: "Para facilitar la comprensión de los diptongos, explique, usando ejemplos como reina y huevo, que hay sonidos vocales fuertes como la /a/, la /e/ y la /o/, y sonidos vocales débiles como la /i/ y la /u/." The teacher clarifies that a strong vowel sound can combine with a weak vowel sound to form a diphthong, stating: "El sonido vocal fuerte /e/ se une con el sonido vocal débil /i/ para formar el diptongo /ei/."

Additionally, in *Destrezas fundamentales: Guía del maestro*, Unit 4, Lesson 1, the teacher is instructed to say: "Usando el protocolo de gestos para mezcla de palabras, diga *mariposa* de manera segmentada (*ma-ri-po-sa*), haciendo énfasis en cada sílaba al mismo tiempo que une sus dedos índice y pulgar." Teachers are also prompted to "Pida a los estudiantes que repitan, que unan los dedos al decir las sílabas y formen un puño al terminar."

The *Destrezas fundamentales: Guía del maestro* provides explicit teacher guidance for direct instruction on grade-level sound-spelling patterns. For example, in Unit 6, Lesson 5, the materials prompt the teacher to explain that "La *a*, la *o*, y la *e* son vocales abiertas o fuertes." The teacher uses Letter Cards displaying *l*, *e*, *o*, and *n* to support this explanation. The lesson then continues with explicit instruction stating, "La *i* y la *u* son vocales débiles o cerradas." The teacher advises the students to observe how their mouths open less when pronouncing these vowels. To reinforce the concept, the teacher shows an image of a *león* and guides the students to say the word aloud.

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

The materials provide linguistically authentic Spanish-language activities and resources that intentionally support developing, practicing, and reinforcing grade-level sound-spelling correspondences. For example, in Unit 3, Lesson 3 of the *Destrezas fundamentales: Guía del maestro*, students practice the *ei* sound-spelling pattern in small groups using a "Página de actividades." In the "Apoyo adicional" section, the students further practice the pattern by reading sentences containing the /ei/ sound, such as "Leila

corre," "Qué bonito peinado," "Tengo veinte pelotas," "Ella tiene treinta años," "Mi papá se afeita," and "Qué rica aceituna." Afterward, the teacher invites students to choose their favorite word from the board, write a new sentence using it, and create an illustration to represent its meaning. Finally, using a "Página de actividades," students reinforce this spelling pattern in Lesson 9 during the "Evaluación de la ortografía de *ai*, *au*, *ei*, and *ie*."

The materials include various activities and resources authentic to Spanish that help students develop, practice, and reinforce grade-level sound-spelling patterns. In the *Destrezas fundamentales: Guía del maestro*, Unit 5, Lesson 3, students identify and classify common and proper nouns in oral sentences and read multisyllabic words by syllables, such as *em-pa-car*, *ra-que-ta*, and *pe-lu-che*. They also practice reading and pronouncing phrases silently. In small groups, students form multisyllabic words using Syllable Cards, read the chapter "¡A empacar!" aloud, and answer comprehension questions. These activities provide cumulative and meaningful practice with sound-spelling patterns through oral repetition, decoding, word formation, and connected text reading.

Additionally, in Unit 8, Lesson 5, students review syllables and explore the sounds associated with *güe* and *güi*. The teacher explains when to pronounce the *u* sound and the role of the diéresis, after which students identify words containing *güe* and *güi* from the *Libro de lectura*. To reinforce their learning, they complete a "Página de actividades."

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

The materials provide a variety of activities and resources in Spanish to support students in decoding and encoding words containing taught syllable patterns, both in isolation and within authentic Spanish decodable texts that build on previous instruction. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 3, Lesson 3, students practice decoding and encoding in isolation by blending and segmenting words with the diphthong /ei/, such as *reina*. They also practice encoding by tracing words such as *aceituna*, *aceita*, and *seis* on a "Página de actividades." Students then apply these skills using the decodable text "La visita de Leila."

In Unit 6, Lesson 5 of the *Destrezas fundamentales: Guía del maestro*, students decode words with the syllables *gue*, *gui*, *que*, and *qui* in isolation by segmenting and blending syllables in words such as *guitarra*, *pequeño*, and *quince*. Students encode words with these syllables through dictation activities, writing words such as *queso* and *guitarra*. The lesson also includes reading the decodable text "Miguel y su

equipo," which contains multiple examples of words with the target syllables and enables the students to apply their decoding skills in connected text that incorporates previously taught syllable patterns.

The materials offer a diverse range of activities and resources designed to help students decode words by isolating syllables and engaging with decodable texts. For example, the prefix *des-* is introduced in Unit 8, Lesson 1, when the teacher presents *des-* words and students work with a related "Componente digital." They read the story "De Florida a Colorado," which features multiple words that start with *des-*, providing meaningful practice in decoding within connected text.

5.E.3 Morphological Awareness (1–3)

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

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

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

The *Destrezas fundamentales: Guía del maestro* provides a systematic and authentic Spanish-language sequence for introducing grade-level morphemes, aligned with the Spanish Language Arts TEKS. For example, in Unit 7, Lesson 3, the teacher begins by reviewing how to form plural nouns. The words *juguete* and *color* are written on the board, and a student volunteer is invited to write their plural forms. The class then says the words aloud and identifies whether -s or -es was added. Students complete a page of their *Cuaderno de actividades* independently. The teacher addresses students who are struggling with plural formation and monitors for proper letter spacing and immediate self-correction: "Mientras resuelven la actividad, camine por el salón y obsérvelos. Preste especial atención a los estudiantes que presentan alguna dificultad para formar los sustantivos en plural. También observe que escriben las palabras dejando espacios apropiados entre las letras y corrigiendo su trabajo de manera inmediata."

The materials follow a systematic sequence for introducing morphemes, aligning with the TEKS. In Unit 7, Lesson 2, students explore the suffixes -or and -ora. As outlined in TEKS 1.2.B.viii, students decode words containing prefixes and suffixes. The teacher begins by explaining that -or and -ora are suffixes that, when added at the end of a base word, create a new word with a different meaning. The distinction between the two suffixes is clarified: -or denotes the masculine form, while -ora denotes the feminine form. The lesson further emphasizes that changing the suffix forms part of a word family helps students understand morphological patterns in Spanish.

The materials provide a structured and authentic Spanish-language sequence for introducing grade-level morphemes, aligned with the Spanish Language Arts TEKS. For instance, in *Destrezas fundamentales: Guía del maestro*, Unit 8, Lesson 1, students receive explicit instruction on the prefix *des-*. The teacher explains how *des-* alters word meanings using examples such as *congelado* and *descongelado*. Students engage in paired activities to read, write, and identify words with *des-*, completing targeted exercises afterward. A

focused dictation activity reinforces phonetic and orthographic skills.

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

The materials include detailed teacher guidance for delivering explicit instruction authentic to Spanish, supporting students' recognition of common morphemes and using their meanings (e.g., affixes, roots, and base words) to enhance decoding, encoding, and reading comprehension. For example, students focus on the suffixes -s and -es in *Destrezas fundamentales: Guía del maestro*, Unit 5, Lesson 15, in alignment with TEKS 1.3C. The teacher instructs students to search for nouns ending in -s or -es in the text. To model the activity, the teacher identifies examples such as *murallas* and *deportes*, then prompts students to locate similar nouns in their books and write three of them in their notebooks. To support decoding and encoding, students take turns reading their nouns aloud while the teacher writes them on the board. Finally, the teacher applies this morphemic understanding to build reading comprehension by guiding students to recognize and interpret plural forms in the context of the text "Terrazas de arroz."

The materials provide teacher guidance for direct instruction in Spanish to support recognition of common morphemes and their use in decoding, encoding, and comprehension. In *Destrezas fundamentales: Guía del maestro*, Unit 9, Lesson 6, students work with the prefixes *des-* and *re-*. Teachers guide students to read words aloud and circle prefixes to support decoding. For encoding, students write dictated sentences and identify the prefixes in their writing. Teachers use pictographic dictionaries to build comprehension and lead discussions on how prefixes alter word meaning.

In *Destrezas fundamentales: Guía del maestro*, Unit 9, Lesson 7, teachers guide students in identifying and pronouncing suffixes such as *-or*, *-ora*, *-ito*, and *-ita* in words such as *escritor*, *batidora*, *cachorrito*, and *manzanita*. Students say the words aloud, focusing on the sound and structure of each suffix to support decoding. When encoding, students write dictated sentences containing these suffixes and use correction marks to identify them in their writing. To strengthen reading comprehension, students explain the meanings of words with suffixes in their own words and discuss how the suffixes alter meaning, such as denoting gender or diminutives.

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

The materials offer a variety of Spanish-language activities and resources to develop, practice, and reinforce grade-level morphological skills. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 7, Lesson 2, students explore the suffix *-ito* to understand how it modifies the root word's meaning. They read words in isolation, use them in oral and written contexts, and complete word formation, sentence writing, and dictation activities. The teacher models the suffix's effect on meaning, supporting student application.

In Unit 7, Lesson 10 of the *Destrezas fundamentales: Guía del maestro*, students learn the meaning of the suffixes *-ito* and *-ita*, listen for them during a movement activity, write sentences with them in dictation, and deepen understanding through reading, discussion, and partner work using words with these suffixes.

The materials offer various activities to develop and reinforce morphological skills. For example, Unit 9 introduces the prefix *re-* through a digital component that defines and explains prefix usage. In class, students practice applying *re-* with words such as *enviar*. The lesson highlights that *re-* retains double vowels in words that could be confused, such as *reestablecer* and *restablecer*. To deepen understanding, the teacher divides the class into groups, assigning each a prefix. Students take turns using their prefix in words while other groups explain the words' meanings.

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

The materials offer a range of activities and resources that are authentic to Spanish and help students practice decoding and encoding morphemes individually and within meaningful, decodable texts that build on earlier lessons. After reviewing the suffixes *-s* and *-es* in Unit 5, Lesson 15 of *Destrezas fundamentales: Guía del maestro*, students decode and encode words such as *viaje* and *visita* in isolation in Lesson 16, for example. They then apply these skills to decode and encode connected text with sentences such as "Maite toma una guayaba," "¡Julio no empacó el conejo Miel!," "Es un viaje largo," and "¡Las vistas son muy bellas!"

In Unit 6, students work with the prefixes *des-* and *re-* through a "Página de actividades" and a dictation exercise. Students read the decodable story "El pastel" and complete related exercises to reinforce

morpheme use in context.

Additionally, in *Destrezas fundamentales: Guía del maestro*, Unit 7, Lesson 14, students practice encoding by writing words such as *constructor*, *doctora*, *sillita*, and *perrito* on the board and self-assessing their spelling accuracy. They also plan and write personal narratives using Graphic Organizers that guide them to use morphemes such as singular and plural nouns, suffixes, and appropriate punctuation. The lesson also includes paired discussions and drawing activities to reinforce understanding of word structure within connected texts.

5.F Vocabulary Support

5.F.1 Vocabulary Development

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

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.F.1a	All criteria for guidance met.	3/3
5.F.1b	All criteria for guidance met.	4/4
5.F.1c	This guidance is not applicable to the program.	N/A
—	TOTAL	7/7

5.F.1a – Materials include teacher guidance to support students in determining the meaning of unfamiliar Spanish words with illustrations, texts, and guidance in the use of context according to grade-level Spanish language arts TEKS. (S)

The materials guide the teacher to support students in determining the meaning of unfamiliar Spanish words with illustrations and guidance in using context; for example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 1, Lesson 5, the teacher uses visuals during the read-aloud of "El lobo con piel de cordero," and prompts students to describe characters and setting using both text and image. The teacher guidance includes inferencing of the meaning of the word *disfraz* through student discussion, repeated practice, and use in context.

The materials include teacher guidance to support students in determining the meaning of unfamiliar words. In *Artes del lenguaje y lectura: Guía del maestro*, Unit 10, Lesson 7, teachers are guided to teach key vocabulary such as *desafío*, *obstáculo*, *valiente*, and *ancestros* through direct instruction, discussion, and contextual reading. The lesson includes comparing *desafío* and *obstáculo*, using visuals from the text "Sharuko," and encouraging students to infer word meanings by identifying challenges faced by the main character in the story.

The materials provide the teacher with guidance for determining the meaning of unfamiliar Spanish words using illustrations, texts, and context, aligned with grade-level Spanish Language Arts TEKS. For example, in "La gallina de los huevos de oro," Unit 1, Lesson 1 of the *Guía del maestro*, the vocabulary word *codicioso* is introduced alongside TEKS 1.3.B, which focuses on using illustrations and text to understand word meanings. The teacher shows an illustration and explains, "Codicioso describe al granjero porque ya tenía más de lo que necesitaba, pero quería tener mucho más."

5.F.1b – Materials include teacher guidance in Spanish to provide explicit (direct) instruction on the purpose and use of both print and digital resources such as picture dictionaries, primary dictionaries, glossaries, eBooks, and online dictionaries. (T)

The materials provide teacher support in Spanish for delivering explicit instruction on the function and use of print and digital tools, including glossaries. For example, in Unit 6, Lesson 1 of the *Destrezas fundamentales: Guía del maestro*, the teacher guidance explains the purpose of the glossary using the script: "Antes de presentar el capítulo, muestre a los estudiantes cómo utilizar el glosario de su *Libro de lectura*. Recuérdales que las palabras del glosario están organizadas alfabéticamente, es decir, en el mismo orden que tienen las letras en el alfabeto: a, b, c . . ."

The materials include teacher guidance in Spanish to provide explicit instruction on the purpose and use of print and digital resources, such as picture and online dictionaries. In *Destrezas fundamentales: Guía del maestro*, Unit 7, Lesson 1, the "Lectura" section guides teachers to introduce the key vocabulary by writing the words on the board, explaining their meanings, and providing example sentences. The teacher guidance includes the use of a Picture Dictionary or digital resource to help students understand unfamiliar words such as *admiración*, *canción*, and *manguera*. This support allows students to use reference tools to build vocabulary before reading the chapter "Un nuevo día."

The materials offer instructional guidance in Spanish to help teachers explicitly teach the purpose and use of print and digital resources, such as glossaries. For example, in Unit 4, the teacher's guidance includes using the "Mapa visual de ideas para estrellas," a digital component. This material is compared to the visual map of the sun that was taught in a prior lesson. Together, these two maps serve to demonstrate that the sun is a star.

5.F.1c – [2nd grade only] Materials include activities and tasks in Spanish for students to use print and digital resources to determine the meaning of words and their pronunciations. (S) [3rd grade only] Materials include activities and tasks in Spanish for students to use print and digital resources for determining the meaning of words and their pronunciation and syllabication. (S)

This guidance is not applicable to kindergarten and grade 1 because it only applies to grades 2–3.

5.G Fluency

5.G.1 Reading Fluency (1–3)

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 9B – Reading Fluency

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.G.1a	All criteria for guidance met.	3/3
5.G.1b	All criteria for guidance met.	3/3
5.G.1c	All criteria for guidance met.	1/1
5.G.1d	All criteria for guidance met.	4/4
—	TOTAL	11/11

5.G.1a – Materials include lessons, activities and tasks with modeling and practice of fluent reading skills in and out context in Spanish with suggestions for teacher feedback. (T)

The materials consist of lessons, activities, and tasks designed to model and practice fluent reading skills both in context and in isolation. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 1, Lesson 3, during a read-aloud of the fable "La gallina de los huevos de oro," the teacher models fluent reading while students listen with a specific purpose. The materials prompt explicit vocabulary instruction and provide comprehension questions that require students to respond in complete sentences using academic language. Visuals and a Story Map support story elements, and students repeat and discuss the story's moral, fostering fluency, expression, and understanding of connected text.

The materials include lessons, activities, and tasks with modeling and practice of fluent reading skills in and out of context, with suggestions for teacher feedback. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 4, Lesson 14, the teacher models reading fluency skills in context for the decodable text "Un viaje increíble." For "Apoyo adicional," students practice the skill out of context by practicing words with *hiatos* after the teacher models. Additionally, in Lesson 15, students continue to practice mixing and segmenting *hiatos*, reading the decodable text, *¡Eres un lindo capullo de mariposa!* as the teacher offers suggestions for feedback individually or for the whole group.

The materials feature lessons, activities, and tasks that incorporate modeling and guided practice of fluent reading skills, supported by targeted teacher feedback. In *Destrezas fundamentales: Guía del maestro*, Unit 8, Lesson 5, for example, the teacher models reading the decodable text "La gran nevada" as the students follow along. To practice fluent reading skills in and out of context, the teacher instructs the students to form groups of three or four and take turns reading the story, and the rest follow along, reading in silence. The teacher provides feedback such as "¿Qué parte de esta palabra te cuesta trabajo? Vamos a leerla juntos en voz alta."

5.G.1b – Materials include embedded modeling and practice with authentic Spanish word lists, decodable phrases/sentences, and decodable connected texts in the lesson. (S)

The materials integrate embedded modeling and word list practice into the lesson. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 1, Lesson 8, the teacher introduces key vocabulary words related to the story "Nina, Rosita y la torre" by writing words such as *Rosita* and *torre* on the board, modeling segmentation and blending of syllables, and guiding students in practicing correct pronunciation of targeted sounds such as /rr/. The lesson includes a list of essential vocabulary words such as *torre*, *rosada*, *perrita*, *rocas*, *risa*, and *rato*, reviewed with definitions, example sentences, and visual support such as Picture Dictionaries.

The materials provide embedded practice with Spanish word lists, sentences, and decodable texts. For example, the Unit 4 Calendar outlines activities in which students first practice segmenting words with *hiatos* and diphthongs, such as *canoa*, *koala*, and *león*. Next, they reinforce this skill by reading phrases containing these patterns while performing kinesthetic actions such as lifting a leg, smiling, clapping, standing still, hopping on one foot, and showing one's teeth. Finally, students apply their knowledge by reading the decodable text "Mi amiga la oruga."

The materials include embedded modeling and practice with word lists in the lesson. For example, a Unit 8 lesson includes embedded modeling and practice with word lists containing the consonants *güe* and *güi*. Words from the decodable reader include vocabulary such as *desagües*. Students use their Cuaderno de actividades to practice related phrases and sentences.

5.G.1c – Materials include practice activities and tasks in Spanish to develop word reading fluency in a variety of settings (e.g., independently, in partners, in teacher-facilitated small groups, etc.). (S)

The materials provide practice activities and tasks in Spanish to build word reading fluency across various settings; for example, in *Destrezas fundamentales: Guía del maestro*, Unit 2, Lesson 12, students engage in multiple fluency-building activities independently or with a partner. Students read the chapter "En el parque" aloud, practicing fluency, in addition to rereading familiar texts. Others who need supplemental support work in small guided groups in which the teacher monitors fluency and comprehension, providing scaffolding as required. Fluency practice extends beyond the classroom with a take-home activity in which students and family members read word circles.

In Unit 8, Lesson 5 of *Destrezas fundamentales: Guía del maestro*, the teacher models reading the decodable text "La Gran Nevada" as students follow along. Then, to practice fluent reading skills, groups of three or four students take turns reading the story, and the rest follow along, reading silently.

The materials feature practice activities and tasks aimed at developing word reading fluency in multiple settings; for example, in Unit 4, the common words *hay*, *hacia*, *hasta*, *desde*, and *ahora* are embedded in all chapters of the decodable texts, which provides students with fluency practice as they become familiar with them. Students have the opportunity in the unit to interact with the decodable texts independently, in teacher-facilitated small groups, or as a whole group.

5.G.1d – Materials include various authentic Spanish connected texts for the building of accuracy, fluency, prosody, and comprehension.

The materials feature a variety of authentic Spanish connected texts designed to build accuracy, fluency, prosody, and comprehension. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 3, Lesson 10, students reread chapters from *Jaime y el cactus gigante* in small groups. Teachers monitor word accuracy and support fluency through guided rereading. Prosody is fostered by encouraging expressive reading and turn-taking oral discussions. Students reinforce comprehension through text discussions, identifying key nouns, writing and illustrating phrases, and family take-home activities.

The materials include various authentic Spanish connected texts to build accuracy, fluency, prosody, and comprehension. For example, fluency is developed through connected text such as "Papi y Mami," prosody through "Un nuevo día," and stories such as "Saludos desde Hawai" for applying comprehension skills.

The materials incorporate a range of authentic Spanish connected texts to support the development of accuracy, fluency, prosody, and comprehension. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 4, Lesson 2, students reread "Mi oruga" with accuracy, fluency, and poise, demonstrating comprehension by retelling the events to a partner. Students follow the same routine with another decodable text, "La malteada de chocolate."

5.H Handwriting

5.H.1 Handwriting Development

TEKS Correlation: Strand 1 / Texas Biliteracy Reading Academies: Module 7B – Pre-Reading Skills

GUIDANCE	SCORE SUMMARY	RAW SCORE
5.H.1a	All criteria for guidance met.	2/2
5.H.1b	All criteria for guidance met.	1/1
—	TOTAL	3/3

5.H.1a – Materials include explicit (direct) instruction in Spanish on the teaching of handwriting skills, including handwriting strokes, as appropriate for each grade-level and, when possible, connected to current student learning. (T)

The materials include explicit Spanish instruction on teaching handwriting skills, including handwriting strokes; for example, in *Guía del maestro*, Unit 1, Lesson 1, the materials provide explicit instructions for the "Página de actividades" independent handwriting routine. The teacher displays a digital page and models handwriting strokes for the letter *a*, following the step-by-step directions: "Empiezo entre la línea punteada y la línea de abajo. Círculo a la izquierda. Línea corta hacia abajo."

The materials provide the teacher with explicit instruction in Spanish for handwriting skills, including grade-appropriate strokes connected to current student learning; for example, in Unit 2, the teacher introduces the section "Trazar letras." In this lesson, the teacher models how to write each letter, pronounces its corresponding sound, and guides students through the tracing process: "Muestre a los estudiantes cómo escribir las letras minúsculas *n*, *ñ* y *j* para representar los sonidos /n/, /ñ/ y /j/." After the demonstration, students practice by tracing the letters independently, following the teacher's example.

The materials clearly explain how to teach handwriting in Spanish, with age-appropriate writing strokes; for example, in Unit 2, Lesson 8, students are learning the sound /rr/, and during the spelling lesson, teachers models how to write a lowercase *r*: "Empiezo un poco más abajo de la línea superior, línea corta hacia abajo y media curva," and for uppercase *R*, "Empiezo en la línea superior, línea larga hacia abajo (levantar), medio círculo hacia la derecha y línea diagonal hacia la derecha."

5.H.1b – Materials include frequent opportunities, resources, and activities and tasks in Spanish for students to authentically practice and develop handwriting skills appropriate for each grade level. (S)

The materials provide frequent opportunities, resources, and activities in Spanish that support authentic handwriting practice and development. The *Cuaderno de actividades*, Unit 1, includes multiple exercises focused on handwriting development. For example, one activity instructs students to trace letters along dotted lines while repeating the corresponding sounds.

The materials include frequent opportunities, resources, activities, and tasks in Spanish for students to practice and develop handwriting skills authentically. In the *Destrezas fundamentales: Guía del maestro*, Unit 1, Lesson 1, small groups of students complete an activity in the *Cuaderno de actividades*, copying a word or phrase below its corresponding image.

The materials offer consistent and authentic handwriting practice in Spanish through diverse activities, resources, and tasks. For example, in *Destrezas fundamentales: Cuaderno de actividades* Unit 4, students trace words such as *nuevo*, *fuego*, and *huevo*, highlight the diphthong *ue* with a colored pencil, and then write the words independently on the provided lines.

6. Knowledge Coherence

Materials support the development of connected background knowledge and key academic vocabulary within and across grade levels.

6.A Connected Knowledge Topics

6.A.1 Connected Knowledge-Building Units and Lessons

TEKS Correlation: Strand 2 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.A.1a	All criteria for guidance met.	4/4
6.A.1b	All criteria for guidance met.	2/2
6.A.1c	All criteria for guidance met.	1/1
6.A.1d	All criteria for guidance met.	1/1
6.A.1e	All criteria for guidance met.	4/4
—	TOTAL	12/12

6.A.1a – Units are designed to build knowledge based in the fields of science, history, literature, and the arts.

The materials provide interdisciplinary units designed to build content knowledge, with a focus that includes literature. According to the *Guía de programa e implementación*, biblical texts such as "La parábola del hijo pródigo" are included "por el valor literario e histórico del contenido y su conexión con el desarrollo de una base sólida de conocimientos para los estudiantes."

The materials include units that build content knowledge across multiple disciplines, including history. Informational texts are integrated into each unit to expose students to various historical topics and figures. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 8, Lesson 7, students analyze the text "George Washington, como comandante en jefe," which introduces students to an important figure while supporting comprehension and vocabulary development.

The unit materials are designed to build knowledge based in the field of science. Unit 5 includes science lessons, activities, and experiments, providing nonfiction and fictional stories about exploration of rocks, minerals, and dinosaurs. The *Guía de programa e implementación* outlines Unit 2 science topics on the human body.

6.A.1b – Materials provide resources, including a scope and sequence, to demonstrate the approach to knowledge-building within and across grade levels.

The materials provide a clear scope and sequence that outlines the progression of knowledge building across grade levels while developing a strong foundation that is gradually expanded as they advance through the grades. For example, the *Guía de programa e implementación* organizes units from kindergarten through grade 5, showing how content is purposefully sequenced to build upon prior knowledge.

The materials incorporate materials to demonstrate knowledge-building across grade levels. The document "Estableciendo conexiones año tras año, includes a visual guide to illustrate how key concepts in literature, science, and history are revisited and deepened over time. These connections help teachers and students understand the continuity of learning and how topics evolve throughout the elementary years.

The materials include resources to demonstrate the approach to knowledge building within and across grade levels by subject. For example, kindergarten students begin science study by exploring the five senses, gaining a basic understanding of how humans interact with the world. In grade 1, they begin learning about the human body, which is then revisited and expanded upon in grades 2 and 3. As students reach grade 4, the focus shifts to topics such as geology, and by grade 5, they explore more complex concepts such as chemical substances.

6.A.1c – Units are designed for students to spend extended time (e.g., 3 weeks or more) on connected knowledge-building topics and Spanish texts.

The units provide extended time on connected knowledge-building topics and Spanish-language texts, particularly when following the 210-day calendar. For example, according to the "Vistazo, alcance y secuencia," Unit 6 spans 15 instructional days, with an additional five days allocated to reinforce learning.

The units are designed for students to spend an extended time focusing on a single topic and reading Spanish texts. The "Year at a Glance" section of the Biliteracy Guide outlines the duration of each unit. Units 1, 4, 5, 7, 9, and 10 are designed to provide students with extended time on connected knowledge-building topics and Spanish-language texts.

The materials are designed to support extended engagement with Spanish-language texts and knowledge-building topics within each unit. *Destrezas fundamentales* units are designed to provide students with extended time on connected knowledge-building topics and Spanish-language texts. For example, the suggested pacing for Unit 3 of *Destrezas fundamentales* is 19 days. Students also have opportunities to complete take-home activities, and a parent letter is provided before the start of each

unit to support family engagement.

6.A.1d – Lessons are connected by anchoring Spanish texts or text sets designed to intentionally build connected student background knowledge over time.

Lessons are connected by anchoring Spanish texts that build student background knowledge over time. For example, in the *Guía del maestro*, Unit 8, Lesson 4, the story "El disparo que se escuchó en todo el mundo" is used to support this knowledge-building progression where students learn about the history of the American War of Independence.

The materials include anchored Spanish texts used throughout the lessons to connect to students' background experiences and build content knowledge. For example, the *Destrezas fundamentales: Guía del maestro*, Unit 6, states after reading *Aventuras en Hawái*, "a través de esta historia, los estudiantes aprenden sobre las costumbres, la comida y las tradiciones hawaianas," providing students with the opportunity to learn about community traditions while developing their reading comprehension skills. This intentional use of Spanish texts across units helps ensure that students develop literacy skills while deepening their understanding of culturally relevant topics and real-world connections.

Lesson materials are designed to build connected student background knowledge throughout the year. For example, Unit 5 informational texts on the Earth, minerals, rocks, fossils, and dinosaurs build knowledge and support the forging of connections across the unit.

6.A.1e – Spanish grammar, vocabulary, discussion, and writing activities are connected to the knowledge-building topic of the lesson.

The *Guía del maestro* includes Spanish grammar, vocabulary, discussion, and writing activities that are directly connected to the knowledge-building topic of each lesson. For example, the guide presents essential vocabulary on the thirteen colonies in Unit 8, Lesson 1, before the read-aloud, providing discussion prompts during the read-aloud to analyze the text, and questions afterward to assess reading comprehension. The "Practicar palabras: asentamiento" section includes activities that allow students to practice grammar and apply their learning through writing.

The *Destrezas fundamentales: Guía del maestro*, outlines how Spanish writing activities align with the topic of kings and queens. In Lesson 1, for example, the *Destrezas de escritura* states: "Los estudiantes revisarán los verbos regulares en tiempo pasado y aprenderán el tiempo pasado del verbo *ir*," and the *Destrezas de lectura* notes, "Los estudiantes leerán el capítulo "Saludos desde Hawái" con propósito y comprensión, y responderán preguntas sobre los detalles clave del texto. Conversarán el propósito del autor al escribir el texto y analizarán cómo usó los recursos gráficos para apoyar la comprensión de la

lectura."

In addition, in Unit 5: "La Tierra: Nuestro Planeta Rocoso," Lesson 7: "Fósiles," the vocabulary and grammar activities include learning the definition and spelling of the word *conservado*. Throughout the context of "Fósiles," the students are given comprehension questions so they can complete the Cuaderno de actividades successfully.

6.A.2 Context and Student Background Knowledge

TEKS Correlation: Strand 2 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.A.2a	All criteria for guidance met.	1/1
6.A.2b	All criteria for guidance met.	1/1
6.A.2c	All criteria for guidance met.	1/1
—	TOTAL	3/3

6.A.2a – Materials activate or supply background knowledge by making connections to previously learned content from prior grade levels.

The materials activate or supply background knowledge by making connections to content learned in previous grade levels. For example, the introduction in the *Artes del lenguaje y lectura: Guía del maestro* reviews content from kindergarten units, including nursery rhymes and fables, fairy tales and folktales, and kings and queens to help students better understand the upcoming read-alouds in the "Cuentos de hadas" unit. These intentional connections are designed to enhance comprehension by building on what students already know. For example, *Destrezas fundamentales* Unit 3 lessons build on prior knowledge by revisiting letters, sounds, and syllables taught in earlier lessons.

The materials support student connections and review content learned in previous grade levels. For example, in Unit 1, students learn about the human body after learning about the five senses in kindergarten. Similarly, in Unit 8, students will learn about the American Revolutionary War, and in kindergarten, they learned about the United States in broad terms.

The materials make connections to content learned in previous grade levels. In the Biliteracy Resource Guide, "Year at a Glance K–5," the units and lessons are aligned and compared in Spanish and English, making connections to previously learned content from prior grade levels evident. For example, kindergarten, Unit 6: "Settlers and Native Americans" is continued in grade 1, Unit 8: "The Independence of the United States."

6.A.2b – Materials activate or supply background knowledge in Spanish by making connections across units within a grade level. (s)

The materials activate background knowledge in Spanish by making connections with unit topics that were previously taught within a grade level. For example, in Unit 6, Lesson 2, "¿Que hemos aprendido hasta ahora?" reviews the previous lesson about Rattenborough, activating background knowledge in preparation for the new lesson, which focuses on different habitats around the world.

The introduction to Unit 5 in *Destrezas fundamentales: Guía del maestro*, states: "Los estudiantes seguirán adquiriendo palabras de vocabulario con enfoque en los verbos." The phrase *seguirán adquiriendo* implies ongoing vocabulary growth, indicating that vocabulary development is part of a continuous and intentional learning process.

The materials supply background knowledge by making connections to previously learned content. For example, Unit 4, Lesson 2 questions relate to what the students remember from the previous lesson. The teacher facilitates the "Recuérdelo" activity to provide students opportunities to listen and respond.

6.A.2c – Materials provide students with relevant and targeted context or background knowledge in Spanish to enhance the student's engagement with the text. (T/S).

The material provides students with relevant and targeted background knowledge in Spanish to support engagement and comprehension of the text. For example, in Unit 8, Lesson 1, students are shown a world map to help them identify their continent, country, and state. This activity builds meaningful context and deepens their understanding of the lesson content.

Artes del lenguaje y lectura incorporates kinesthetic and visual support throughout the unit lessons to enhance student engagement and comprehension by providing relevant and targeted background knowledge in Spanish. For example, in Unit 5, Lesson 1 of the *Guía del maestro*, the teacher prompts students to physically engage with the language by saying, "Pida a los estudiantes que repitan uniendo los dedos al decir las sílabas y formando un puño después de mezclarlas al decir la palabra." This multisensory approach reinforces phonological awareness and supports understanding.

The materials offer students targeted background knowledge in Spanish to enhance their engagement with a text about the Aztecs. As they are reading the "Lectura en voz alta" in Unit 3, Lesson 8, the teacher shows a photograph of Tenochtitlan to give students perspective on what the word *enorme* means and to help students make linguistic connections.

6.A.3 Developing Student Comprehension with Connected Topics, Questions, and Tasks

TEKS Correlation: Strand 4 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.A.3a	All criteria for guidance met.	1/1
6.A.3b	All criteria for guidance met.	2/2
6.A.3c	All criteria for guidance met.	1/1
6.A.3d	All criteria for guidance met.	1/1
—	TOTAL	5/5

6.A.3a – Questions and tasks are designed in Spanish and require students to engage with big ideas, topics, and themes. (S)

The materials incorporate Spanish questions and tasks that engage students with big ideas, topics, and themes. Lesson 1 of Unit 9, "Rumbo al oeste: explorando la frontera," includes literal and inferential questions aligned to the unit theme. In this lesson, students answer comprehension questions about where Daniel Boone lived, why he wanted to go west, what prevented colonists from moving west, and how to describe Boone. These questions build in complexity and support understanding of the unit's big idea.

The materials include questions and tasks in Spanish to engage students with important topics, such as the biographical story of Ellen Ochoa, a courageous woman who overcame challenges to become an astronaut. In this lesson, the teacher poses questions such as "¿Cuáles son algunas de las motivaciones de la Dra. Ellen Ochoa para viajar al espacio?" and "¿Qué características ayudaron a que Ellen Ochoa cumpliera sus sueños?" These questions engage students with key themes, including overcoming obstacles, striving for success, and persevering through difficulties.

Additionally, a "Página de actividades" in the *Cuaderno de actividades* provides a drawn outline of the human body that students complete by adding the name of the body system being studied, drawing the organs that belong to that system, and writing a sentence about the system. This activity engages students with the unit theme "The Human Body" by reinforcing key vocabulary and concepts through drawing and writing.

6.A.3b – Questions and tasks are designed in Spanish and prompt students to synthesize knowledge and concepts across texts within and across lessons and units. (S)

The materials offer questions and tasks in Spanish designed to help students synthesize textual information across lessons and units. For example, in Unit 7, Lesson 5, the "Verificar la comprensión" section guides the teacher to begin the lesson and read aloud: "Nombre uno de los elementos de los cuentos de hadas. [Pida a varios estudiantes que lo compartan hasta que se hayan nombrado todos los elementos]." Asking students to recall one of the elements of a fairy tale reinforces understanding by building on the previous lesson in which students were introduced to the elements of fairy tales, and encourages active participation and recall of key concepts.

Unit 4 of *Artes del lenguaje y lectura* includes questions, tasks, and concepts designed to help students synthesize knowledge across texts within lessons and units. These tasks explore the understanding of stars, the sun, moon, and other planets in relation to Earth based on their position in space. This foundational knowledge will be further developed in later grades. Students complete related tasks using "Páginas de actividades" in Lesson 1 and create a journal that will be used throughout the unit. Then, students respond to sentence stems based on drawings they create, reinforcing comprehension through visual and written expression.

In Unit 6, Lesson 6, students learn about various animals, including frogs. In Lesson 7, students continue exploring science-related concepts across texts through "Los animales del hábitat de aguas dulces." Later, in Unit 7, Lesson 4, during the reading of "El príncipe rana," students are prompted to recall what they learned about frogs in Unit 6, reinforcing key concepts through text-to-text connections.

6.A.3c – Culminating tasks require students to demonstrate their knowledge of the unit topic by making connections across related texts. (S)

The units provide extended time on connected knowledge-building topics and Spanish-language texts, particularly when following the 210-day calendar. For example, according to the "Vistazo, alcance y secuencia," Unit 6 spans 15 instructional days, with an additional five days allocated to reinforce learning.

The units are designed for students to spend an extended time focusing on a single topic and reading Spanish texts. The "Year at a Glance" section of the Biliteracy Guide outlines the duration of each unit. Units 1, 4, 5, 7, 9, and 10 are designed to provide students with extended time on connected knowledge-building topics and Spanish-language texts.

The materials are designed to support extended engagement with Spanish-language texts and knowledge-building topics within each unit. *Destrezas fundamentales* units are designed to provide students with extended time on connected knowledge-building topics and Spanish-language texts. For

example, the suggested pacing for Unit 3 of *Destrezas fundamentales* is 19 days. Students also have opportunities to complete take-home activities, and a parent letter is provided before the start of each unit to support family engagement.

6.A.3d – Materials provide opportunities to apply new understanding based on the topic to contexts beyond the classroom. (S)

The materials offer opportunities for students to apply their new understanding of the unit topic to real-world situations beyond the classroom. For example, in Unit 5, Lesson 1 of *Artes del lenguaje y lectura: Guía del maestro*, the materials support students in connecting their understanding of geology and earth science to their everyday environment. The lesson introduces Genaro el Geólogo, who explains how rocks are used in buildings, jewelry, and monuments. Students observe images of everyday objects, such as rock walls and statues, and are encouraged to consider how rocks appear in their own community. These concepts are reinforced through visuals and class discussions in which students notice rocks in playgrounds, parks, and even sidewalks, effectively bridging classroom learning with the world around them.

The materials encourage students to connect their learning of the unit topic to practical, real-world applications beyond the classroom. For instance, after learning about Earth through multiple texts, the resources provide a digital tool to learn more about Earth patterns by watching the Hawaii Volcano Observatory's webcams for firsthand views of Hawaii's Mauna Loa and Kilauea volcanoes.

The materials provide students opportunities to connect their new understanding of the unit topic to real-world situations outside the classroom, such as perseverance in the face of challenges. The lessons present stories that highlight the experiences of individuals such as Latina engineer and former astronaut Ellen Ochoa, emphasizing her tenacity and strength as she pursues her goals. These materials support students' connections of the importance of determination and resilience when facing obstacles.

6.A.4 Key Academic Vocabulary and Grade-Level Concepts

TEKS Correlation: Strand 3 / Texas Biliteracy Reading Academies: Modules 5B & 10B – Vocabulary & Reading Comprehension

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

6.A.4a – Materials include a year-long scope and sequence for building tier 2 and 3 Spanish academic vocabulary in the context of intentional knowledge-building.

The materials offer a yearlong scope and sequence aimed at cultivating Tiers 2 and 3 Spanish academic vocabulary within intentional knowledge-building frameworks. Each lesson provides a list and a vocabulary chart, introducing essential words before each read-aloud. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 6, Lesson 3, students are introduced to words such as *camuflarse*, *carnívoro*, *carroñeros*, *herbívoros*, and *omnívoro* to support comprehension during the read-aloud. A Vocabulary Table for "Los animales del hábitat del desierto de Sonora" that categorizes vocabulary into unit-specific words, general academic words, high-frequency words, multiple-meaning words, and expressions and phrases is also provided. This structure supports intentional vocabulary development aligned with the unit's content.

The materials include Tier 2 and Tier 3 academic vocabulary in the context of knowledge-building within unit lessons. For example, Unit 6 of the *Guía del maestro* provides a table of vocabulary words, "Vocabulario esencial para Hábitats: el mundo que compartimos," in which the words are organized by lesson and categorized by "Palabras académicas generales" such as *refugio* and *sobrevivir*, and "Palabras específicas de la unidad" such as *hábitats*.

Materials include a yearlong scope and sequence for building Tiers 2 and 3 Spanish academic vocabulary in the context of intentional knowledge-building. The *Guía de programa e implementación* states: "Dentro del programa Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, se hace hincapié en el vocabulario que promueve la comprensión de los estudiantes de palabras de uso diario, lenguaje académico y palabras de contenido específico de la unidad."

6.A.4b – Materials include practice and application opportunities with appropriate content and language scaffolds and supports for teachers to differentiate Spanish vocabulary development for all learners. (S)

The materials offer practice and application tasks supported by appropriate content scaffolds and resources to help teachers differentiate vocabulary development for every student. For example, in *Artes del lenguaje y lectura*, Unit 4, Lesson 1, students learn key academic vocabulary such as *atmósfera*, *espacio exterior*, *estrella*, *sombra*, and *superficie terrestre* through visual aids, contextual explanations, and repetition. Students describe the sky using sensory language and real-world connections. Teachers also show images while defining terms, clarifying concepts and asking questions to assess and reinforce understanding.

The materials include language scaffolds to support Spanish vocabulary development for all learners, including differentiated support for varying language proficiency levels. For example, at the emergent level, students are prompted to respond with yes/no answers, e.g., "¿Es el Sol una roca?"; at the intermediate level, students use sentence frames, e.g., "El Sol es una estrella . . ."; and at the advanced level, students use complete sentences with key details from the text and illustrations.

The materials provide structured practice and application activities, supported by content and language scaffolds, to accommodate diverse learners in developing Spanish vocabulary. For example, Unit 5, Lesson 1 "Practicar palabras" introduces the word *superficie*. Students search for a related object hidden in the room and complete the sentence stem "_____ está en la superficie del escritorio."

6.A.4c – Materials include tasks designed to engage students in purposeful use of key Spanish academic vocabulary. (S)

The materials feature activities aimed at promoting purposeful use of key Spanish academic vocabulary by students. For example, in *Artes del lenguaje y lectura*, Unit 10, Lesson 4, students are introduced to the word *perseverante* during a read-aloud: "De su mamá, Ellen aprendió a ser perseverante para hacer realidad sus sueños." During the conversational task, students repeat the word aloud and learn its meaning. The teacher provides a contextual example, "La Dra. Ellen Ochoa fue perseverante y superó los obstáculos que dificultaron su carrera como astronauta," to deepen student understanding. Students share personal experiences of *perseverantes* and use the word in their responses. The teacher reinforces the vocabulary by prompting, "¿Sobre qué palabra estuvimos conversando?"

During a writing activity about the Appalachian Mountains, emerging students dictate sentences to the teacher using familiar vocabulary, while those at the next level practice dictation together. Advanced students write sentences independently, using the academic vocabulary they have learned.

Additionally, in Unit 3, "Pausa" 2, students create a horizontal Word Wall after being introduced to vocabulary words such as *grande*, *enorme*, *inmenso*, *gigantesco*, *mediano*, *regular*, *pequeño*, *mini*, and *diminuto*. The wall is organized by word meanings, from largest to smallest, left to right. Students place vocabulary cards in order, noting that some terms may overlap in meaning. To promote active use of vocabulary, students work with a partner to form complete sentences using the words from the Word Wall. Students then expand the Word Wall by adding new size-related vocabulary such as *gigante*, *minúsculo*, and *promedio*.

6.A.4d – Materials include nonverbal teaching techniques to support students in the acquisition of key Spanish academic vocabulary, such as the use of images and visualization. (T)

The materials include nonverbal teaching techniques to enhance student understanding. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 5, Lesson 1, visualization is reinforced through gesture-based routines that support phonological awareness and vocabulary development. Teachers model the blending of syllables by saying a word such as *iguana* in segmented form (*i-gua-na*), touching their index finger to their thumb for each syllable. Once the word is blended, they form a fist to signal completion. Students then repeat the routine, using the same gestures to internalize both the sound structure and meaning of the word.

The materials feature nonverbal methods, such as images and visualization, to aid student comprehension. In *Artes del lenguaje y lectura*, Unit 7, Lesson 1, teachers use "Muestra la imagen" at key points throughout the lesson to visually reinforce vocabulary such as *banquete*, *virtud*, *sabiduría*, *hechizo*, *rueca*, and *regocijo*. These images illustrate elements of a story within the lesson; for instance, an image of a king holding a list is used to introduce the term *banquete*, while an illustration of an angry fairy helps clarify the meaning of *hechizo*.

The materials include nonverbal teaching techniques to support students in the acquisition of key Spanish academic vocabulary, such as the use of images. In Unit 3, Lesson 5, students apply visualization skills using their *Cuaderno de actividades*. After reading "La leyenda del águila y la serpiente," they refer to related images to place story events in the correct sequential order.

6.B Inquiry and Research

6.B.1 Recursive Inquiry Process

TEKS Correlation: Strand 2 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
6.B.1a	All criteria for guidance met.	1/1
6.B.1b	All criteria for guidance met.	2/2
6.B.1c	All criteria for guidance met.	4/4
—	TOTAL	7/7

6.B.1a – Materials support instruction for students to ask and generate questions in Spanish for inquiry. (S)

The materials promote teaching strategies that foster student inquiry. For example, the Unit 10, Lesson 10 materials in *Artes del lenguaje y lectura: Guía del maestro* include the text "Sophia Danenberg: nubes bajo sus pies." Students use a KWL Chart to formulate and track questions they want to ask throughout the lesson.

The materials support instruction for students to generate and ask questions. In Unit 6, Lesson 8, students respond to prompts such as "¿De qué tamaño es la Hokulea?" "¿Qué forma tiene?" "¿Qué se utiliza para navegar la Hokulea?" and "¿Cómo creen que se ven el mar, el cielo y la tierra desde la Hokulea?" After answering, students participate in a whole-group discussion to share and ask questions they have about the lesson.

The materials include support for instruction focused on developing students' inquiry through questioning. For example, in Unit 6, Lesson 14, students are guided to draft a paper on a topic of their choice. The teacher encourages students to ask questions, write them down, and respond to what they already know and what they want to learn about their chosen topic. The teacher emphasizes that "Las respuestas a esas preguntas les ayudarán a redactar su primer borrador."

6.B.1b – Materials support instruction for students to generate and follow a research plan. (S)

The materials include support for teaching students how to formulate a research plan; for example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 10, Lesson 11, students review their completed steps, such as brainstorming, questioning, and gathering information using a "Página de actividades." In a subsequent lesson, the teacher models how to compare and contrast information from two sources, "Sharuko" and "Sophia Danenberg," using a Graphic Organizer. Students begin their research planning

skills by identifying key details and using signal words to highlight similarities and differences, recording their ideas collaboratively or independently.

The materials support instruction for students to generate and follow a research plan. *Artes del lenguaje y lectura: Guía del maestro* materials support instruction for students to create and follow a research plan through unit lessons. For example, in Lesson 2 of Unit 10, the teacher guides students to use the previous KWL Chart on a "Página de actividades." Then the teacher introduces a second "Página de actividades" and guides students on investigations using both activity pages. The students complete the first two steps with the teacher's guidance and continue the rest independently.

The materials offer guidance and support for instruction focused on helping students develop a research plan. For example, in Unit 10, which focuses on exploring adventures and historical figures, Lesson 1 offers students a step-by-step investigation plan and Lesson 2 outlines the writing process by brainstorming, asking questions, gathering information, and writing about what they have learned.

6.B.1c – K–1• Materials support students in identification of relevant sources based on their questions. (S)• Materials support student practice in understanding, organizing, and communicating ideas and information using multiple media in accordance with the purpose of the research. (S)2–3• Materials require students to gather relevant information from a variety of sources. (S)• Materials provide guidance for students on differentiating between primary and secondary sources. (S)• Materials include activities and tasks which require students to differentiate between primary and secondary sources. (S)

The materials require students to identify relevant sources based on their questions. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 10, Lesson 11, students use two informational texts, "Sharuko, el arqueólogo peruano Julio C. Tello" and "Sophia Danenberg: nubes bajo sus pies," to gather information and compare the main characters. Students select and organize key details from each text through a Venn diagram activity, evaluating which source provides specific information related to their inquiries.

The materials guide students in selecting appropriate sources that are aligned with their inquiries. In *Artes del lenguaje y lectura: Guía del maestro*, Unit 10, Lesson 3, students recognize the read-aloud text "Me llamo Gabriela" as a relevant source alongside other unit books, library materials, and a photograph of Ellen Ochoa. Using the Graphic Organizer in a "Pagina de actividades," students organize the information gathered and discuss their findings. In Lesson 13, students practice communicating their ideas through presentations and written reports.

The materials help students identify relevant sources based on the questions they are exploring. For

instance, the materials are organized around a KWL Chart and follow a four-step research process. Students explore topics such as the Galapagos Islands, space, the ocean, jungles, and snowy environments, gathering information from various sources. The teacher models how to find appropriate information sources, such as school library books and online resources.

7. Text Quality and Complexity

Materials ensure students spend a majority of their time interacting with increasingly complex grade-level text.

7.1 High-Quality Grade-Level Texts

TEKS Correlation: Strand 2 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.1a	All criteria for guidance met.	1/1
7.1b	All criteria for guidance met.	1/1
7.1c	All criteria for guidance met.	4/4
7.1d	All criteria for guidance met.	1/1
—	TOTAL	7/7

7.1a – Core texts used for instruction are authentic or appropriate Spanish transadaptations and are written at grade level when evaluated using research-based measures of text complexity.

The materials feature core instructional texts that are authentic Spanish selections or carefully transadapted versions, evaluated to be at grade level using research-based text complexity measures, as described in the *Guía de programa e implementación* "Complejidad de los textos." Read-aloud texts are intentionally more complex than the grade level to allow students to engage with challenging material with teacher guidance and support. Independent reading texts have been carefully selected or developed to match appropriate levels of text complexity, based on quantitative and qualitative analysis.

The read-aloud text "La Tierra de adentro hacia afuera, parte II" in Unit 5, Lesson 3 of *Artes del lenguaje y lectura: Guía del maestro*, incorporates developmentally appropriate academic and content-specific vocabulary such as *sólido*, *fundido*, *líquido*, and *volcán*. These terms are supported with clear definitions, contextual examples, and word variations. The text also presents complex sentence structures and scientific concepts—such as how pressure and temperature affect the Earth's layers—which are scaffolded through teacher prompts, visual aids, and checks for understanding. The transadaptation preserves the scientific accuracy of the content while employing natural, grammatically correct Spanish syntax, indicating it is not a literal translation but an adaptation aligned with language and cultural context.

The *Guía de programa e implementación* emphasizes the importance of using a variety of well-crafted texts across genres and content areas to build knowledge and deepen understanding over time. For example, the section "Estableciendo conexiones año tras año" features a grade-level table highlighting *conexiones literarias*, *conexiones de ciencia*, and *conexiones de historia* for each unit. The units include "Fábulas y cuentos," "El cuerpo humano," "Las primeras civilizaciones americanas," "Astronomía: la exploración del

espacio," "La Tierra: nuestro planeta rocoso," "Los animales y sus hábitats," "Cuentos de hadas," "La independencia de los Estados Unidos de América," "Rumbo al oeste," and "Cuentos de aventuras: relatos desde los confines de la Tierra."

7.1b – Texts are authentic or appropriate Spanish transadaptations and are well-crafted and of publishable quality.

The materials include well-crafted, authentic Spanish texts or appropriate transadaptations that meet publishable quality standards. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 1, Lesson 9, the "Parábola del hijo pródigo" is presented using culturally relevant, age-appropriate language that is free of spelling and grammatical errors, and includes engaging images that support comprehension. Age-appropriate language, such as the word *pródigo*, is explained in context. The lesson includes visuals and explanations to convey the story's meaning and moral themes, such as forgiveness and unconditional love.

Authentic read-aloud books that reflect cultural variations of the Spanish language and include stories from diverse Latin American cultures are also found in the materials. For example, Mexican culture is represented in "Los jardines flotantes de Xochimilco" and Peruvian culture is highlighted in "Los Incas, Machu Picchu, un descubrimiento afortunado." Texts such as "Nina la llama" and "Gaby Gabi descubre algo" showcase South American imagery and customs.

Additionally, the informational texts in Unit 6 feature rich, discipline-specific vocabulary. The texts in this unit accurately incorporate scientific context and terminology, supported by detailed illustrations and photographs. Similarly, Unit 9 social studies texts include precise academic language and concepts, along with a variety of visuals.

7.1c – Materials include traditional, contemporary, classical, and diverse authentic or transadapted Spanish texts across multiple content areas.

The materials feature authentic and transadapted Spanish texts representing traditional, contemporary, classical, and culturally diverse works across various content areas. For example, the "Year at a Glance" in the Biliteracy Resource Guide, Unit 1 features classical fables and folktales such as "El pastorcito y el lobo," "La lechera y el cántaro de leche," and "El hijo pródigo," introducing students to timeless stories that have been shared throughout the ages.

Unit 7 includes a mix of traditional texts and contemporary works, such as "La bella durmiente," "Hansel y Gretel," and "Jack y las habichuelas mágicas," reflecting stories passed down through generations.

The materials offer a variety of authentic Spanish texts that reflect different time periods and cultures, and cover multiple subject areas. For example, students read the traditional text "La gallina y los huevos de oro," a timeless story originally written in Spanish and preserved through generations. This classic engages students with meaningful, enduring lessons.

7.1d – Texts include content that is relevant, engaging, and authentically reflects students’ diverse backgrounds and experiences. (S)

The materials feature texts that are relevant, engaging, and authentically reflect students' diverse backgrounds and experiences. For example, Unit 7 of *Destrezas fundamentales* features a variety of culturally relevant stories, such as the text "Todo en familia," which tells of a Cuban-American family in Miami, highlighting their daily life and cultural connections within the community.

The materials offer relevant, engaging texts that authentically reflect students' diverse backgrounds and experiences. For example, Units 4 and 5 explore science topics such as astronomy and geology in ways that spark curiosity and real-world understanding, capturing student interests.

The materials provide meaningful, engaging texts that reflect the diverse cultures and experiences of students. For example, Unit 1 includes authentic traditional grade-level texts and nursery rhymes such as "¡Que llueva, que llueva!," supporting language development through rhythm, repetition, and engaging content.

7.2 Interaction with Grade-Level Text

TEKS Correlation: Strand 2 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.2a	All criteria for guidance met.	5/5
7.2b	All criteria for guidance met.	1/1
7.2c	All criteria for guidance met.	1/1
—	TOTAL	7/7

7.2a – Materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level authentic or transadapted Spanish texts and justify their thinking orally and in writing. (S)

The materials provide opportunities in every lesson for students to engage with grade-level authentic or transadapted Spanish texts by listening, analyzing, and formulating thoughtful responses. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 5, Lesson 2, students listen to "La Tierra de adentro hacia afuera, parte I" to learn about Earth's layers. Students answer literal and inferential questions, such as "¿De qué está hecha la Tierra en su mayor parte?" and "¿Por qué estudian los geólogos las capas de roca de la corteza terrestre?" and discuss and compare the Earth's layers using sentence frames and spatial language such as *dentro*, *sobre*, and *encima*.

The materials include opportunities in each lesson for students to listen to, think about, and critically respond to grade-level authentic or transadapted Spanish texts and justify their thinking orally and in writing. In Unit 5, Lesson 2 of the *Artes del lenguaje y lectura: Guía del maestro*, students justify their understanding orally with partners and in writing by composing or dictating a letter to "Genaro the Geologist," using sentence starters and vocabulary to support their understanding about the earth's crust.

The materials offer structured opportunities in each lesson for students to engage with grade-level authentic or transadapted Spanish texts by listening, analyzing, and articulating their responses with evidence, both orally and in writing. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 2, Lesson 3, students listen to the read-aloud "Maravillosos músculos en movimiento," which presents academic content about the muscular system through an engaging narrative and visual supports. Students then justify their understanding in writing by drawing the muscular system and writing a sentence using the word *músculo* in their "Los sistemas de mi cuerpo" booklet, contributing to a class-created informational paragraph about body systems.

7.2b – Materials include opportunities in each lesson for students to discuss specific aspects of grade-level Spanish text (e.g., authors’ purpose, structure, language, vocabulary, etc.). (S)

The materials offer structured opportunities in every lesson for students to analyze and discuss targeted elements of grade-level Spanish texts. For example, during the "Lectura en alta voz " in *Artes del lenguaje y lectura*, Unit 7, Lesson 4, students listen to a fairy tale about a magical frog and are encouraged to ask questions and compare versions of the story. Teachers are guided to "Diga a los estudiantes que escuchen con atención . . . y que hagan preguntas mientras escuchan." Students also discuss visual details, such as the golden ball in the illustration, and share their ideas. In the "Escritura" section, they use a Graphic Organizer to retell the story and identify key elements of a fairy tale, supporting their understanding through writing.

The materials include opportunities in each lesson for students to discuss specific aspects of grade-level Spanish text. In *Artes del lenguaje y lectura: Guía del maestro*, Unit 5, Lesson 3, students explore key vocabulary such as *corteza*, *manto*, *núcleo interno*, and *sólido* during a read-aloud on Earth's layers. They answer text-based questions such as "¿Cómo se llaman las capas de la Tierra?" and "¿Por qué el núcleo interno es sólido en lugar de líquido?" The lesson also addresses language structure by introducing the conjunction *y* to connect ideas, with examples and guided practice.

Students examine and discuss specific features of grade-level Spanish texts in *Guía del maestro*, Unit 4, Lesson 3, reading "Brilla que brilla, estrellita" and completing a "Pagina de actividades" by drawing and answering questions about the poem, reinforcing comprehension.

7.2c – Materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text (e.g., generating questions at various levels of complexity, making, and confirming predictions, inferencing, analyzing, evaluating, and synthesizing). (S)

The materials offer varied opportunities in every lesson for students to develop and apply reading skills with texts at the appropriate grade level. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 6, Lesson 8, students practice inferencing with questions such as "¿Cómo describirían el fondo del océano?" and "¿Cómo se han adaptado los animales al hábitat de agua salada del océano Pacífico?" Students also compare information using questions such as "¿En qué se diferencia un hábitat de agua salada de uno de agua dulce?" and "¿En qué se parece el hábitat del océano Pacífico al del océano Ártico?" Additionally, students synthesize information by writing in their "Diario del hábitat," describing the saltwater habitat and supporting their opinion on which is most interesting with evidence from the text.

The materials include opportunities in each lesson for students to engage in a variety of reading skills with grade-level text. For example, after reading "Rapunzel" in Unit 7, Lesson 3, students analyze an illustration and are asked to infer what happens next. The materials prompt students: "¿Qué sucede cuando la bruja descubre que el príncipe ha estado visitando a Rapunzel? (La bruja se enoja, le corta el cabello a Rapunzel y se la lleva de la torre . . .)." Students infer that the witch becomes angry, cuts Rapunzel's hair, and takes her away.

The materials support students in building a broad set of reading skills through consistent engagement with grade-level texts in every lesson. In Unit 9, Lesson 6, students make and confirm predictions about the Lewis and Clark expedition, following the teacher's prompt: "Al final, pida a los estudiantes que hagan predicciones acerca de lo que puede hallar el Cuerpo de Descubrimiento en esta expedición."

7.3 Supporting Access to Grade-Level Text

TEKS Correlation: Strand 4 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.3a	All criteria for guidance met.	2/2
7.3b	All criteria for guidance met.	1/1
—	TOTAL	3/3

7.3a – Materials include teacher guidance and supports to ensure all students can access grade-level authentic or transadapted Spanish text while maintaining rigor through the use of embedded scaffolds (e.g., vocabulary support, questioning, think-alouds, sentence frames, etc.). (T/S)

The materials include guidance and tools for teachers to facilitate student access to grade-level authentic texts, ensuring rigor is upheld through embedded supports. For example, in *Arte de lenguaje y lectura: Guía del maestro*, Unit 1, Lesson 1, students engage with the authentic Aesop fable "El pastorcito y el lobo." The lesson emphasizes literary elements such as *los personajes*, *la trama*, *el escenario*, and *la moraleja*, and includes direct instruction to support comprehension using a Graphic Organizer to map the story: "A medida que los estudiantes respondan, anote la información en el Mapa del cuento."

Teachers also scaffold vocabulary development using sentence stems according to language proficiency level: "¿Es 'El patito feo' un cuento de ficción?" (*nivel emergente*), and "El pastorcito se siente solo mientras cuida las ovejas porque no tiene a nadie que le haga compañía o que hable con él" (*nivel avanzado*).

The materials offer instructional support and resources to help teachers ensure that all students can engage with grade-level authentic texts, maintaining rigor through built-in scaffolds. For example, in *Arte de lenguaje y lectura: Guía del maestro*, Unit 1, Lesson 9, students explore the transadapted parable "El hijo pródigo." After vocabulary is introduced and reinforced ("Pródigo significa desperdiciar o despilfarrar dinero"), students are given discussion prompts such as "¿Creen que sea un buen título para este cuento?" The lesson incorporates think-alouds and comprehension checks such as "¿Qué predicen que hará el hijo?" and "¿Por qué creen que el padre perdona a su hijo?" to support meaning-making.

The materials provide the teacher with guidance and support to ensure all students can access grade-level authentic text while maintaining rigor through embedded scaffolds. In Unit 7, Lesson 1, the teacher uses illustrations such as "El rey con una lista" and "Fiesta," following scripted guidance to present the text "La bella durmiente" and giving students prompts such as "Contemos el número de hadas que vemos en la fiesta." The "Apoyo a la enseñanza" sidebar offers scripted explanations for key academic vocabulary found in the text, such as "Un *hechizo* es un grupo de palabras que se cree que tienen

podereos mágicos."

7.3b – Materials provide opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts. (T)

The materials offer opportunities for proficient students to delve deeper into the analysis of grade-level authentic or transadapted Spanish texts. For example, during the "Lectura en voz alta" in *Artes del lenguaje y lectura: Guía del maestro*, Unit 1, Lesson 1, students listen to the text "El pastorcito y el lobo" and respond to comprehension questions. As an extension activity for deeper analysis, proficient students independently complete a story map using a "Página de actividades," writing a reflection on what the main character could have done instead of crying "Wolf!" to promote additional text analysis.

The materials incorporate opportunities for students who demonstrate proficiency to engage in additional analysis of authentic texts. In *Artes del lenguaje y lectura: Guía del maestro*, Unit 5, Lesson 3, students listen to a detailed read-aloud about the Earth's layers and respond to literal and inferential comprehension questions. Students analyze why the inner core is solid despite extreme heat and explain the importance of studying volcanoes, requiring them to use critical thinking and text evidence. Additionally, students write descriptive sentences about the Earth's layers, with an extension challenge for proficient students to create sentences for each layer, encouraging deeper engagement with the authentic scientific content.

The materials include opportunities for students who demonstrate proficiency to engage in additional analysis of grade-level authentic or transadapted Spanish texts. For example, in Unit 10, students with advanced understanding compare two characters from different texts, *Mi nombre es Gabriela* and *Ellen Ochoa*. Using a Venn diagram, students identify and analyze the similarities and differences between the characters, deepening their comprehension and encouraging higher order thinking skills such as comparison, contrast, and character analysis.

7.4 Analysis of Text Complexity

TEKS Correlation: Strand 2 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.4a	All criteria for guidance met.	4/4
7.4b	All criteria for guidance met.	2/2
—	TOTAL	6/6

7.4a – Materials include quantitative and qualitative analysis of each Spanish core text, including a rationale for each text’s educational purpose and grade-level placement.

The materials offer detailed quantitative and qualitative analyses of each text, plus a rationale outlining the text's educational intent and grade-level appropriateness. For example, the text "El lobo con piel de cordero: las fábulas de Esopo" is deemed as an appropriate "Lectura en voz alta" for first-grade students in *Artes del lenguaje y lectura: Guía del maestro*, Unit 1, Lesson 5. The text contains 169 words, aligning with early readers' reading stamina and developmental level. The story presents a clear and accessible theme, introduces cause-and-effect relationships in a simple narrative structure, and includes academic vocabulary such as *merodear*, *rebaño*, and *disfraz*, supporting language acquisition. This selection aims to help students identify central themes, understand foundational cause-and-effect relationships, and build vocabulary through exposure to sophisticated language in context. This rationale confirms the text's appropriateness for first graders as they engage with fables and deepen comprehension skills.

In Unit 5, *Artes del lenguaje y lectura: Guía del maestro*, the introduction for "La Tierra: nuestro planeta rocoso" explains why the text is suitable for first-grade students. It outlines the key concepts students will explore, such as the layers of the Earth, types of rocks, fossils, and how volcanoes function, while connecting to real-world examples and students' everyday experiences. The guide also provides tools such as text complexity indicators and alignment to the Spanish TEKS, offering educators a clear rationale for the text's inclusion and ensuring the content is developmentally appropriate and instructionally meaningful for first-grade learners.

The materials include quantitative and qualitative analyses of each Spanish text and a rationale for each text's educational purpose and grade-level placement. For example, in the *Guía de programa e implementación*, the "Complejidad de los textos" section describes how texts were selected using a combination of quantitative and qualitative measures. Lexile tools have assessed quantitative complexity to ensure texts align with grade-level expectations. Read-aloud texts are identified as appropriate for first-grade complexity, while independent reading texts are research based to build toward reading readiness. Qualitative factors such as text structure and linguistic features have been considered. The guide notes that additional text complexity details can be found in the "Medidas de complejidad" sections

of specific *Guía del maestro* units.

7.4b – Core texts have the appropriate level of complexity in Spanish for the grade according to their quantitative and qualitative analysis and relationship to student tasks.

The materials include texts with an appropriate level of Spanish complexity, supported by quantitative and qualitative analysis, and aligned to student tasks. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 6, Lesson 8, the text is divided into manageable sections with labeled visuals to aid comprehension. The text provides academic vocabulary such as *superficial*, *hábitat*, and *carnívoro* with clear explanations, repetition, and visual support. The sentence structure remains mostly simple, with bolded terms and parenthetical definitions reinforcing understanding. The text complexity includes student tasks, such as defining vocabulary, comparing habitats, and making inferences.

The materials offer core texts with Spanish complexity aligned to grade level, supported by quantitative and qualitative assessments, and tied to student tasks. For example, the *Guía de programa e implementación* explains that the texts expose students to curricular content while building background, conceptual, and academic knowledge. The program promotes ongoing vocabulary growth and critical thinking, with students responding through listening, speaking, reading, and writing. Various text genres support critical thinking and metacognition, explicitly developing background and conceptual knowledge to enhance academic learning across the curriculum.

The materials incorporate core texts with an appropriate level of complexity in Spanish for the grade level, as determined by quantitative and qualitative analysis and their alignment with student tasks. For example, the *Guía de programa e implementación*, "Tipos de textos" states that texts are selected or developed based on a combination of quantitative and qualitative measures and their connection to instructional activities. Quantitative measures, such as Lexile scores, assess text difficulty by analyzing factors such as word length, sentence length, and frequency of unfamiliar vocabulary.

7.5 Read-Aloud, Shared Reading, and Independent Reading

TEKS Correlation: Strand 4 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
7.5a	All criteria for guidance met.	6/6
7.5b	All criteria for guidance met.	1/1
7.5c	All criteria for guidance met.	4/4
—	TOTAL	11/11

7.5a – Texts designated for read-aloud and shared reading are authentic or transadaptations and are at or above grade-level complexity, age-appropriate, and contain a variety of structures with appropriate scaffolds.

The materials incorporate read-aloud and shared reading texts that are authentic or transadapted, appropriate for grade level or above, age-appropriate, and feature varied structures with built-in scaffolds. According to the *Guía de programa e implementación*, read-aloud texts are designed above grade-level complexity but accessible to students with teacher support. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 1, Lesson 5, the read-aloud "El lobo con piel de cordero" contains 169 words and is well suited for first graders, with scaffolds for thematic understanding and vocabulary such as *disfraz*. Additionally, in *Destrezas fundamentales*, Unit 9, Lesson 1, students engage in shared reading with the grade-level appropriate text "¡Un músico especial!" supported by comprehension questions answered in pairs to reinforce understanding.

The materials include authentic, age-appropriate, and at or above grade-level complexity texts designated for read-aloud and shared reading. These texts feature a variety of genres and structures, supported by intentional scaffolding to promote student understanding. For example, Unit 1 in the Biliteracy Resource Guide "Year at a Glance" incorporates engaging, culturally relevant nursery rhymes and fables such as "La gallinita" and "El león y el ratón," which help build vocabulary and phonemic awareness. Unit 2 introduces informational texts such as "Mis sentidos son asombrosos" and "Helen Keller," which present science concepts with visual support and structured discussions to aid comprehension. Unit 3 includes classic fairy tales such as "Los tres cerditos" and "Ricitos de oro," which support the development of story structure knowledge and sequencing skills through guided activities.

The materials provide authentic read-aloud and shared reading texts that are grade-level appropriate or above, age-appropriate, and feature diverse structures with built-in scaffolds. For example, the *Guía de programa e implementación* notes that *Libros de lectura* align closely with the phonics scope and sequence, allowing students to practice decoding with texts and reinforce learned patterns through bolded words. The materials provide a variety of genres—fiction, nonfiction, poetry, and drama—exposing students to different text structures and styles. Read-aloud texts are intentionally more complex and include teacher

supports to help students engage with richer content.

7.5b – Texts designated for independent reading are authentic or appropriate transadaptations and have a range of complexity levels for students to practice reading independently. (S)

The materials include authentic or appropriately transadapted texts for independent reading, offering a range of complexity to support student practice. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 8, Lesson 10, students read the chapter "Caminar en la nieve" from *Vacaciones en la nieve*. The lesson begins with a read-aloud to build comprehension, then progresses to choral and partner reading. Students use strategies such as rereading, examining illustrations, and connecting to prior knowledge to understand the story. Vocabulary words such as *crujido* and *encanto* are taught in context, and students are encouraged to use new words in sentences.

The materials provide texts specifically designated for independent reading that are authentic or appropriately transadapted, offering a range of complexity levels to support students in practicing reading independently. The *Guía de programa e implementación* states that independent reading texts have been selected or developed using the research-based Lexile text range for college and career readiness. Texts are also selected or developed using qualitative measures, such as text structure, language features, knowledge demands, and text purpose.

7.5c – Materials include a plan for students to self-select high-quality Spanish texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. (S)

The materials incorporate a plan for students to self-select high-quality Spanish texts and read independently for a sustained period, including planning and accountability for achieving independent reading goals. The *Guía de lectura independiente* provides a clear framework for independent reading sessions, including designated time for launching, sustained reading, and reflective closure: "El mínimo recomendado: Dos veces a la semana por al menos 30 minutos. Sin embargo, los maestros deben fomentar la lectura independiente cuando el tiempo lo permita (días de lluvia dentro del salón de clase, los primeros 10 minutos del día escolar, 5 minutos después del almuerzo, los últimos 10 minutos del día escolar, etc.). Los lectores emergentes pueden usar ese tiempo para buscar libros de imágenes y explorar las ilustraciones."

The materials provide a structured plan for students to choose high-quality books appropriate for their reading level using strategies such as the "five-finger test," which helps them determine whether a book is too difficult or just right: "Los estudiantes eligen un libro de rigor apropiado, de manera independiente,

usando una estrategia como la prueba de los cinco dedos. La prueba de los cinco dedos consiste en que el estudiante abre un libro por una página y empieza a leer. Por cada palabra que no conoce en la página, levanta un dedo. Si llega a cinco dedos antes del final de la página, el libro es demasiado difícil." The plan describes a structure for achieving independent reading goals as well. Students set personal reading goals and engage in one-on-one conferences with the teacher to reflect on their progress, discuss challenges, and celebrate achievements. Students also track their daily reading habits and respond to texts through written or oral reflections.

8. Evidence-Based Tasks and Responses

Materials require students to engage in reading, writing, and speaking grounded in evidence using literary and informational text.

8.A Text-Dependent Tasks

8.A.1 Use of Text Evidence

TEKS Correlation: Strand 3 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

GUIDANCE	SCORE SUMMARY	RAW SCORE
8.A.1a	All criteria for guidance met.	2/2
8.A.1b	All criteria for guidance met.	5/5
8.A.1c	All criteria for guidance met.	1/1
8.A.1d	All criteria for guidance met.	1/1
—	TOTAL	9/9

8.A.1a – Materials include text-dependent questions and tasks in Spanish which require students to use evidence from the text to demonstrate comprehension, justify their thinking, and support claims. (S)

The materials contain text-dependent questions and Spanish tasks requiring students to cite evidence from the text to demonstrate comprehension, support their reasoning, and justify their claims. For example, in Unit 1, Lesson 5 of *Artes del lenguaje y lectura: Guía del maestro*, students respond to comprehension questions after listening to the read-aloud text "El lobo con piel de cordero." Questions such as "¿Funciona el plan del lobo? ¿Por qué?" prompt students to return to the text for evidence to support their claims, generating responses such as "Al principio funciona porque puede atrapar corderos, pero luego lo matan debido a su disfraz, cuando el pastor cree que es el cordero más gordo."

In *Artes del lenguaje y lectura: Guía del maestro*, Unit 4, Lesson 2, students answer questions such as "¿Cómo llamamos a la primera capa del cielo, la burbuja de aire que rodea la Tierra?" (la atmósfera), "¿Cuál es la segunda capa del cielo, más allá de la atmósfera?" (el espacio exterior), and "¿Qué causa la noche y el día?" (la rotación de la Tierra). Students also explain the difference between *rotación* and *órbita*, describe Earth's movement, and use academic vocabulary such as *rota* in complete sentences. The lesson includes a drawing and writing task in which students write a sentence to explain how "La rotación de la Tierra causa el día y la noche," requiring them to justify their understanding using information drawn directly from the text.

Additionally in Unit 7, Lesson 4, teachers encourage students to ask questions while listening to the story "El príncipe Rana, Parte I." As the teacher shows an image, students describe and explain what they observe. The teacher pauses the reading to pose questions such as "¿Creen que el asunto está resuelto? ¿Por qué sí o por qué no?", prompting students to think critically and reference the text. After the story,

comprehension questions such as "¿Están de acuerdo con el rey en que la princesa debe cumplir su promesa? ¿Por qué sí o por qué no?" continue the focus on evidence-based discussion.

8.A.1b – Questions and tasks are designed in Spanish and require students to use text evidence when evaluating the language, key ideas, details, craft, and structure of high-quality texts. (S)

The materials provide questions and tasks that require students to use text evidence to evaluate the language, key ideas, details, craft, and structure of high-quality texts. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 3, Lesson 1, comprehension questions address text structure with prompts such as "¿Cuál es el escenario de esta historia, o dónde tuvo lugar?" Students also analyze key ideas, details, and language through questions such as "¿Qué cultivo era muy importante para los mayas?" and "¿Quién ayudó a Pik y a Zuk a cosechar el maíz?" Additionally, students connect and compare through questions such as "¿En qué se parecen o en qué se diferencian las casas de esta imagen de la de ustedes?" and reflect critically with prompts such as "¿Habrían podido Pik y a Zuk cosechar todo su maíz sin la ayuda de su familia extensa? ¿Por qué sí o por qué no?"

In *Artes del lenguaje y lectura: Guía del maestro*, Unit 5, Lesson 8, students determine the meanings of *paleontólogo* and *extinto* using definitions and contextual clues. They examine images of fossils such as trilobites and Camarasaurus, referencing specific details such as size and physical characteristics. To explore craft, students discuss how artists reconstruct images of dinosaurs using scientific evidence. The lesson includes structural elements through tasks that present information chronologically, such as sequencing the appearance of organisms on Earth. The lesson employs comprehension questions that guide students to provide textual evidence to explain such issues as dinosaur extinction and the role of paleontologists.

The Unit 8 materials also include questions that encourage students to use evidence from the text to evaluate language, key ideas, and details. Reading questions related to "Daniel Boone" such as "¿Dónde vivía Daniel Boone?" and "¿Qué les impedía a los colonos ingleses desplazarse más lejos para el oeste?" focus on key concepts and specific information. Students demonstrate their understanding by referencing the Appalachian Mountains on a map.

8.A.1c – Questions and tasks are designed in Spanish and require students to support their claims and justify their thinking through a variety of strategies, such as comparing sources, paraphrasing, summarizing, and discussing key ideas in evidence from the text. (S)

The materials feature questions and tasks in Spanish that encourage students to justify their thinking and support their responses with evidence from the text. For example, during a read-aloud of "La lechera y el cántaro de leche" in *Artes del lenguaje y lectura: Guía del maestro*, Unit 1, Lesson 2, the teacher asks, "¿Cómo creen que se siente ahora Rita? ¿Por qué?," encouraging students to infer the character's emotions and support their responses with details from the story.

The materials include Spanish-language questions and tasks that require students to support their claims and justify their thinking using strategies such as comparing sources, paraphrasing, summarizing, and discussing key ideas with text evidence. In *Artes del lenguaje y lectura: Guía del maestro*, Unit 6, Lesson 8, students compare freshwater and saltwater habitats by analyzing water composition and size differences, for example. Students describe ocean floor features such as mountains and valleys, and explain animal adaptations such as regeneration in starfish and bioluminescence in deep-sea species. They also summarize habitat characteristics in writing, use vocabulary such as *superficial* and *profundo* in context, and participate in group discussions, citing evidence from the text and images.

The *Artes del lenguaje y lectura: Guía del maestro* includes Spanish-language questions and tasks that require students to support their claims and justify their thinking using strategies such as comparing sources, paraphrasing, summarizing, and discussing key ideas with text evidence. For example, after reading "Una nueva era" in Unit 8, Lesson 1, students respond to evaluative questions such as "Si pudieras viajar en el tiempo, ¿preferirías ser uno de los nativos americanos que vivieron por primera vez en América del Norte o uno de los colonos ingleses? ¿Qué crees que te gustaría y qué no te gustaría de vivir en esa época?" Students justify their answers using reasoning and evidence from the text.

8.A.1d – Questions and tasks are designed in Spanish and at different levels of cognitive complexity to provide ample opportunities for students to engage in the analysis of text. (S)

The materials feature Spanish-language questions and tasks designed with varying cognitive demands, providing students with multiple opportunities to analyze texts. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 1, Lesson 5, comprehension questions begin with recall, such as "Al principio de la fábula, ¿por qué el lobo se disfraza?". Later, students analyze the text by identifying its lesson: "¿Cuál es la lección o moraleja de esta fábula?" (e.g., "Las cosas no siempre son lo que parecen," or "Si simulas

ser lo que no eres, podrías salir perdiendo al final"), with reasonable paraphrased responses such as "Sé tú mismo."

The materials include Spanish-language questions and tasks at varying levels of cognitive complexity, offering students multiple opportunities to analyze texts in depth. For example, in Unit 7, Lesson 6 of the *Artes del lenguaje y lectura: Guía del maestro*, students respond to questions that require comparison and synthesis, such as "¿Qué hace que esta historia sea diferente a las otras que hemos leído esta semana?" Other questions promote deeper analysis, such as "¿Qué aprendieron los personajes?" to explore character development and theme, "¿Cómo describirías el tono del texto?" to interpret language and tone, and "¿Cuál es el mensaje del autor?" to examine the author's craft and purpose.

Additionally, in Unit 10, Lesson 8, after reading "A explorar la Selva," students answer literal questions such as "¿Por qué Lorena no se podía dormir?", inferential questions such as "¿Lorena conocía bien la selva?" "¿Cómo lo sabes?", and evaluative questions such as "¿En qué momento de la lectura los personajes trabajaron en equipo con Lorena?"

8.A.2 Teacher Guidance for the Use of Text Evidence

TEKS Correlation: Strand 3 / Texas Biliteracy Reading Academies: Module 10B – Reading Comprehension

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

8.A.2a – Materials include guidance for teachers in Spanish on the effective modeling of the use of text evidence to generate evidence-based claims and construct text-based responses. (T)

The materials provide teachers with strategies to show students how to cite text evidence when forming claims and crafting written responses. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 4, Lesson 6, teachers ask students literal and evaluative comprehension questions such as "¿Qué sucede después de que ocurre la polinización?" and "¿Qué es el fruto?" Students are supported to respond using specific details from the text, for instance, "Después de la polinización, una planta comienza a producir semillas" and "El fruto es la parte especial de una planta que contiene semillas." The guide includes sentence frames at varying proficiency levels to help students articulate their answers, such as "Creo que las semillas de las fresas son diferentes a las semillas de las manzanas porque . . ." Additionally, teachers direct students to relevant text sections and images to reinforce their responses, ensuring that answers are firmly grounded in text evidence.

The materials provide Spanish-language guidance for teachers on effectively modeling the use of text evidence to generate evidence-based claims and construct text-based responses, for example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 5, Lesson 1, "Aplicación," the teacher models answering a constructed response by using images from the read-aloud "Nuestro hogar, la Tierra" to generate claims about Earth's characteristics. The teacher also explains the different meanings of the word *espacio*, asks students to indicate which image on a poster represents which meaning of the word by showing one or two fingers, and then has students work with a partner to create sentences using each meaning.

The materials guide teachers on effectively modeling text evidence to generate evidence-based claims and construct text-based responses. In Unit 5, Lesson 5, students create a Graphic Organizer to record information about minerals using text evidence from the reading "Los minerales." The teacher begins by briefly sharing examples of Idea Webs created previously, saying, "Compártame brevemente ejemplos de redes de ideas que haya creado con antelación." The teacher then directs students to a Página de actividades. Students share ideas while the teacher writes student contributions on a central circle with related information about minerals to model the process before students fill out their Página de

actividades.

8.A.2b – Materials include guidance for teachers in Spanish on the use of structured opportunities to engage students in evidence-based discussions using Spanish academic vocabulary and syntax. (T)

The materials guide teachers on using structured opportunities to engage students in evidence-based discussions employing Spanish academic vocabulary and syntax. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 5, Lesson 6, teachers are directed to "Diga a los estudiantes que todas las rocas pueden clasificarse en tres categorías debido a cómo se formaron por el calor, la presión y el tiempo." Teachers ask students to recall how heat, pressure, and time influence rock formation, using gestures to represent different rock types while repeating academic terms such as *roca ígnea*, *roca sedimentaria*, and *roca metamórfica*. The guide includes comprehension questions such as "¿Cuáles son los tres tipos de rocas?" and "¿Cómo se forman las rocas sedimentarias?" prompting students to respond with text-based details. Teachers also scaffold responses at varying levels to support students in constructing oral and written answers, including analyzing similarities and differences among rock types with evidence from the text.

The materials in the *Artes del lenguaje y lectura: Guía del maestro* guide teachers in Spanish on creating structured opportunities for students to engage in evidence-based discussions using academic vocabulary and syntax. For example, in Unit 7, Lesson 3, after reading the story "Rapunzel," the "Practicar palabras" section guides teachers to say, "Mencionen algunas ocasiones en que los personajes de los cuentos de hadas que leímos hasta ahora sintieron deleite. Intenten usar la palabra *deleite* cuando hablen sobre ello." To support students' use of academic vocabulary and syntax, the teacher models sentence frames such as "La reina siente deleite cuando . . ."

In Unit 10, Lesson 4, the text "Ellen Ochoa" includes the term *perseverante*; the *Guía* encourages students to share personal experiences related to persistence when the teacher prompts them to "Cuéntenme sobre alguna vez en la que hayan sido perseverantes."

8.B Writing

8.B.1 Genre Characteristics and Craft to Compose Multiple Texts

TEKS Correlation: Strand 6 / Texas Biliteracy Reading Academies: Module 11B – Written Composition

GUIDANCE	SCORE SUMMARY	RAW SCORE
8.B.1a	All criteria for guidance met.	1/1
8.B.1b	All criteria for guidance met.	2/2
8.B.1c	All criteria for guidance met.	2/2
8.B.1d	This guidance is not applicable to the program.	N/A
8.B.1e	All criteria for guidance met.	1/1
—	TOTAL	6/6

8.B.1a – Materials include authentic or transadapted Spanish mentor texts that serve as models for students to compose a variety of texts according to grade-level Spanish TEKS.

The materials feature authentic or adapted Spanish-language mentor texts that provide models to help students write different types of texts according to grade-level Spanish TEKS. For example, after listening to the read-aloud "De la granja al mercado" in *Artes del lenguaje y lectura: Guía del maestro*, Unit 5, Lesson 9, students compose an informational text aligned with TEKS K.11B. The task requires students to sequence the events involved in bringing food from the farm to the market, using the mentor text as a model.

The materials include authentic or transadapted Spanish mentor texts that serve as models to help students compose various texts aligned with grade-level Spanish TEKS. In *Artes del lenguaje y lectura: Guía del maestro*, Unit 6, Lesson 2, students read the transadapted informational text "Las ciudades más antiguas de América." After analyzing text features such as *encabezados*, *imágenes*, and *etiquetas*, students write an informational brochure using the mentor text as a reference. The teacher prompts students to include headings and supporting details and provides structured support through the drafting, revising, and editing stages, addressing TEKS 1.10.A, 1.10.B, and 1.11.A.

After reading "Hansel y Gretel, Parte II," in Unit 7, Lesson 7 of the *Artes del lenguaje y lectura: Guía del maestro*, students complete an application task in which they draw parts of a story to retell. The teacher guidance states, "Explique a los estudiantes que esta página de actividades contiene imágenes de acontecimientos de 'Hansel y Gretel'. Ayude a los estudiantes a recordar lo que ocurre en cada imagen." The teachers then prompt the students to work in pairs to retell the fairy tale using their sequenced drawings.

8.B.1b – Materials include opportunities throughout the year for students to compose literary texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S)

The materials provide ongoing opportunities for students to compose literary texts in Spanish for various purposes and audiences, using genre-specific elements and craft. For instance, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 2, Lessons 2–6, students engage in a multi-day writing task aligned to TEKS 1.12B, in which they develop an informational text with teacher support. Students build on their writing throughout the unit, completing it in Lesson 6. Throughout the process, they use the texts "La estructura del cuerpo," "Maravillosos músculos en movimiento, La autopista del cuerpo," and "Centro de control: el cerebro" as mentor texts.

Additionally, after listening to the read-aloud "De la granja al mercado," in *Artes del lenguaje y lectura: Guía del maestro*, Unit 5, Lesson 9, students are guided to write an informational text (TEKS K.11B) in which they sequence the steps involved in getting food from farm to market.

The materials provide ongoing opportunities for students to compose literary texts in Spanish for various purposes and audiences, using genre-specific elements and craft. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 7, Lesson 11, students write a friendly letter addressed to the character *El leñador* from the read-aloud story. The lesson explicitly teaches the parts of a letter: *saludo*, *cuerpo*, *cierre*, and *firma*, while guiding students in writing words of advice to the *leñador* about a better form of payment. Students write complete sentences with teacher support.

8.B.1c – Materials include opportunities throughout the year for students to compose informational texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S)

The materials offer opportunities for students to write informational texts in Spanish for various purposes and audiences, focusing on genre-specific features and craft. For instance, the *Artes del lenguaje y lectura* "Vistazo y alcance y secuencia" specifies that students will create informational texts, including procedural writing aligned to TEKS 1.12B during Unit 3, Lessons 8–10.

The materials allow students to produce texts for different purposes and audiences. For example, in Unit 6, students create a tongue-twister, riddle, or song excerpt that includes at least two words containing the *sílabas trabadas cl* or *gl*.

The materials provide students with opportunities throughout the year to write informational texts in Spanish for various purposes and audiences, focusing on genre-specific features and writing skills. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 10, Lesson 12, students compose a final

draft of an informational presentation about their favorite adventure. Their writing includes a clear topic sentence, three supporting details, and a concluding sentence. Students structure their paragraphs using Graphic Organizers and writing guides according to the adventure genre. Additionally, the lesson guides students through revising and editing for capitalization, punctuation, and spelling before they publish final drafts.

8.B.1d – [3rd grade only] Materials include opportunities throughout the year for students to compose argumentative texts in Spanish for multiple purposes and audiences with genre-specific characteristics and craft. (S)

This guidance is not applicable to kindergarten and grades 1–2 because it only applies to grade 3.

8.B.1e – Materials include opportunities throughout the year for students to compose correspondence in Spanish with genre-specific characteristics and craft. (S)

The materials in *Artes del lenguaje y lectura: Guía del maestro* provide opportunities throughout the year for students to write correspondence in Spanish, focusing on genre-specific features and writing skills. For example, during a Unit 7 "Pausa," teachers guide students to write letters to characters from fairy tales. The teacher can arrange for an older class to role-play these characters and write reply letters, which the teacher will later read aloud to the class. Students understand that the responses are not from the actual fairy tale characters.

The materials offer students ongoing opportunities to write correspondence in Spanish, emphasizing genre-specific features and writing skills. For instance, in Unit 7, Lesson 11, "Carta amistosa," the teacher is reminded to revisit a previous friendly-letter writing activity in which students wrote to characters such as Gerry the Geologist and Pam the Paleontologist to share what they learned about dinosaurs. The lesson then reviews the parts of a letter—greeting, body, closing, and signature—with step-by-step guidance for the teacher to support students in composing their letters.

The materials provide ongoing opportunities throughout the year for students to compose correspondence in Spanish, focusing on genre-specific features and writing craft. In *Destrezas fundamentales: Guía del maestro*, Unit 9, Lesson 13, students revise their friendly-letter drafts using teacher feedback and a writing checklist. Teachers display a "Componente digital" to review the checklist with the class, emphasizing the importance of including all parts of a letter, such as the greeting, body, and closing. Students reread their drafts and make necessary revisions to strengthen their ideas and ensure completeness. The teacher collects the "Páginas de actividades" containing the checklist and the revised draft to support students' ongoing writing development.

8.B.2 Writing Process

TEKS Correlation: Strand 6 / Texas Biliteracy Reading Academies: Module 11B – Written Composition

GUIDANCE	SCORE SUMMARY	RAW SCORE
8.B.2a	All criteria for guidance met.	5/5
8.B.2b	All criteria for guidance met.	6/6
—	TOTAL	11/11

8.B.2a – Materials support students’ coherent use of the elements of the writing process (planning, drafting, revising, conferring, editing, and sharing/publishing) to compose text in Spanish, which includes an age-appropriate progression in the conventions authentic to Spanish writing. (S)

The materials support students' coherent use of the writing process to compose texts in Spanish, with age-appropriate attention to Spanish writing conventions. In Lessons 4 and 5, Unit 4 of the *Destrezas fundamentales: Guía del maestro*, students retell the chapter "¿Dónde está Lili?" from "Mi amiga la oruga." In Lesson 4, they complete a Chapter Map to plan key events. In Lesson 5, they draft their retelling using the map as a guide, while the teacher models sentence writing and prompts discussion on structure, capitalization, and punctuation. Students collaboratively turn notes into complete sentences using transitions such as *al inicio*, *después*, and *al final*. Revising and editing occur through group rereading for clarity and proper conventions. The writing is then shared aloud, reinforcing narrative sequencing and fluency.

The materials in *Artes del lenguaje y lectura: Guía del maestro* support students' coherent use of the writing process in Spanish, with an age-appropriate progression in conventions authentic to the language. For example, in Unit 8, Lesson 12, following the reading "Explorando los símbolos de los Estados Unidos," students write an informational paragraph. The teacher prompts students to use what they have learned about the founding of the United States and select images from the "Galería de imágenes" to plan their writing. Students use captions to organize their ideas, then write their paragraphs using two "Paginas de actividades." The teacher models the process using three Picture Cards and an example paragraph to support planning and sentence construction.

The materials help students coherently use the writing process to compose text in Spanish, with developmentally appropriate instruction in Spanish-language conventions. In *Artes del lenguaje y lectura: Guía del maestro*, Unit 10, Lesson 11, students draft a persuasive paragraph in response to the prompt "¿Deberían los niños tener más recreo?" The teacher models how to write an opinion statement, support it with reasons using linking words such as *porque*, and craft a clear conclusion. The lesson includes revision and editing stages, during which students improve clarity, punctuation, and coherence with

guided teacher feedback and conferencing.

8.B.2b – Materials include teacher guidance to provide explicit (direct) instruction in Spanish to model each element of the writing process (planning, drafting, revising, editing, and sharing/publishing) and to support students during the writing process through conferencing and revising. (T)

The materials include a teacher's guide with explicit instructions for modeling each element of the writing process. For example, in Unit 7, the teacher first explains what a personal narrative is and reviews key text elements, such as title, setting, characters, and plot. In Lesson 14, the teacher guidance includes the script, "Es hora de hacer un dibujo que ilustre el tema y el cuento que eligieron para su narrativa personal." The teacher emphasizes conventions, stating: "Cuando redactamos un texto, es muy importante escribir correctamente las mayúsculas y los puntos finales." In Lesson 15, students begin drafting, using a checklist as support: "La utilizan como apoyo para empezar a escribir su propia narración."

The materials provide teacher guidance for direct instruction in Spanish, modeling each stage of the writing process and supporting students through conferencing and revision. For example, in *Destrezas fundamentales: Guía del maestro, Unit 8, Lesson 14*, the teacher is directed to say, "Voy a releer el resumen en voz alta y a buscar si incluí la idea principal y los detalles clave," and then model how to revise the summary accordingly. Students reread their summaries, use a checklist to ensure they included the main idea and key details, and edit while rewriting their work with teacher support.

The materials include a teacher's guide with clear, step-by-step instructions for modeling each stage of the writing process. During the revision phase, the teacher uses a Digital Component containing examples of "Marcas de corrección," and guides students with the prompt: "Hoy van a utilizar . . . una lista de verificación para revisar el borrador . . . y para agregar o hacer los cambios necesarios." To prepare for the publishing phase, the teacher instructs students to read their text aloud and share the illustration created in Lesson 14: "Ustedes van a leer en voz alta su texto y deben mostrarle también a su compañero el dibujo que realizaron en la lección 14."

8.B.3 Explicit (Direct) and Systematic Writing Instruction

TEKS Correlation: Strand 6 / Texas Biliteracy Reading Academies: Module 11B – Written Composition

GUIDANCE	SCORE SUMMARY	RAW SCORE
8.B.3a	All criteria for guidance met.	3/3
8.B.3b	All criteria for guidance met.	4/4
8.B.3c	All criteria for guidance met.	6/6
—	TOTAL	13/13

8.B.3a – Materials include guidance for teachers to provide explicit (direct) instruction in Spanish on sentence-level writing, focusing on structure, syntax, and Spanish vocabulary. (T)

The materials guide teachers to deliver direct instruction in Spanish on sentence-level writing, focusing on structure and syntax. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 3, Lesson 12, teachers guide students to complete a sentence by explaining its key elements: an initial capital letter, a noun, a verb, and a final period. The teacher asks students to define nouns and verbs, using an example sentence in a Digital Component. The teacher highlights that the noun names a person, place, animal, or thing, using *Juan* as the noun and subject, and the action verb *corre* in the example. The teacher also emphasizes that every sentence ends with a period. Students then identify and mark these elements in a new sentence by circling the capital letter and period, and underlining the noun and verb, optionally using different colors for clarity.

The materials in *Destrezas fundamentales: Guía del maestro* provide explicit instruction in Spanish to support sentence-level writing, focusing on structure. For example, in Unit 6, Lesson 2, the teacher begins by writing "Ir al cine" and asking students, "¿Cuál es el verbo en la frase?" The teacher then projects a Digital Component to discuss the verb *ir*. The guide directs the teacher to review subject pronouns, e.g., *él/ella, nosotros/nosotras, ustedes, ellos/ellas*, and identify corresponding students. Students then work in small groups using a *Cuaderno de actividades* page, reading and completing activities reinforcing subject-verb agreement through structured practice.

The materials guide teachers in delivering direct instruction in Spanish on sentence-level writing, emphasizing structure, syntax, and vocabulary. For example, in *Artes del lenguaje y lectura: Guía del maestro*, Unit 7, Lesson 10, the teacher models the sentence frame "Yo pienso que [personaje] es [adjetivo] porque . . ." and supports students in responding with complete sentences. Students then apply the structure independently to express an opinion about a character through a writing activity.

8.B.3b – Materials include guidance for teachers to provide systematic and explicit (direct) instruction in writing starting at the sentence level and building to compositions according to grade-level Spanish language arts TEKS. (T)

The materials provide a teacher's guide for explicit sentence-level instruction. For example, Unit 2 introduces nouns by reviewing known concepts such as "nombre de personas," and then expanding to things: "La palabra *nariz* es una cosa; una palabra que nombra una cosa también es un sustantivo." In Unit 4, the teacher explains that a verb is "una palabra que indica una acción." Sentence writing is introduced gradually, using scaffolding and sentence frames to support students.

The *Destrezas fundamentales: Guía del maestro* includes systematic and explicit instruction in writing, starting at the sentence level and progressing to grade-level compositions in accordance with Spanish language arts TEKS. For example, in Unit 6, Lesson 2, the teacher is directed to write the sentence "Ir al cine" and ask students, "¿Cuál es el verbo en la frase?" Next, the teacher uses a Digital Component to discuss the verb *ir*. The teacher continues the activity by introducing subject pronouns one by one (*él/ella, nosotros/nosotras, ustedes, ellos/ellas*), pointing to students representing each pronoun to reinforce understanding.

The materials provide teachers with systematic, explicit instruction in writing, starting at the sentence level and progressing to compositions aligned with grade-level Spanish language arts TEKS. In Unit 7, Lesson 4, the teacher reviews past-tense verbs. They then distribute a "Página de actividades" and help students identify errors by asking questions such as "Leíste salto. ¿Tiene sentido la oración con esa palabra?" Students participate by circling the verb and writing the correct form. The lesson concludes with the whole class reading the sentences aloud together.

8.B.3c – Materials include systematic and explicit (direct) opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing in Spanish. (S)

The materials provide systematic and explicit opportunities for students to practice increasingly complex sentence-level writing, revising, and editing in Spanish. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 4, Lesson 5, students begin drafting by collaboratively transforming Chapter Map notes into sentences using transition words such as *al inicio, después, and al final*, in alignment with TEKS 1.11C. In Unit 4, Lesson 6, students engage in explicit editing using a checklist. During the activity, the teacher monitors for areas needing extra support, such as capitalization, spelling, or punctuation.

The materials in *Destrezas fundamentales: Guía del maestro* provide systematic and explicit opportunities for students to engage in increasingly complex sentence-level writing, revising, and editing in Spanish. For example, in Unit 7, Lesson 16, the teacher reminds students about their draft for their narrative writing: "Recuérdelos que el día de ayer escribieron un borrador de su narración personal. Mencione que el

último paso es revisarlo, editarlo y escribirlo en limpio, para compartirlo con sus compañeros." The teacher then projects a Digital Component and distributes "Páginas de actividades." The lesson guides the teacher to: "Pida a los estudiantes que usen la lista para revisar que su borrador tenga todos los elementos necesarios para escribir su versión final, y en caso de que falten, lo editen." Students use a marker to correct any errors in their drafts. To conclude the activity, the teacher leads a discussion in which students name the four writing process steps.

The materials offer structured and explicit opportunities for students to develop and refine increasingly complex Spanish sentence-level writing, revision, and editing skills. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 9, Lesson 11, students use a "Lista de verificación" to review their drafts by answering questions such as "¿El texto tiene título?," "¿Empieza con mayúscula?," "¿Termina con punto?," and "¿Todas las palabras están bien escritas?" The teacher models the revision process by analyzing a sample paragraph and highlighting corrections in capitalization and punctuation. Students then apply these revision strategies to their drafts, improving individual sentences before writing a final version.

8.B.4 Grade-Level Standard Spanish Conventions

TEKS Correlation: Strand 6 / Texas Biliteracy Reading Academies: Module 11B – Written Composition

GUIDANCE	SCORE SUMMARY	RAW SCORE
8.B.4a	All criteria for guidance met.	4/4
8.B.4b	All criteria for guidance met.	6/6
—	TOTAL	10/10

8.B.4a – Materials include opportunities for practice and application both in and out of context of the conventions of Spanish academic language (e.g., the use of simple and compound sentences with subject-verb agreement, the appropriate use of different verb tenses, nouns, adjectives, adverbs, prepositions, pronouns, and coordinating conjunctions) in sentences and short paragraphs using correct capitalization and punctuation according to the grade-level Spanish language arts TEKS. (S)

The instructional materials provide opportunities for students to practice and apply Spanish academic language conventions both in and out of context, using correct capitalization and punctuation as outlined in the grade-level Spanish language arts TEKS. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 4, Lesson 2, students practice decontextualized capitalization by writing a sentence dictated by the teacher while focusing on proper use of initial capitalization and end punctuation: "Dícales que en esta oración se enfocaron en el uso de mayúscula al inicio de la oración, palabras que ya conocen y punto final para cerrar la oración." In Lesson 6 of the same unit, students apply these skills in context by editing a narrative: "Durante el proceso de edición, tome nota de las áreas en las que los estudiantes pueden necesitar apoyo adicional, como el uso de mayúsculas, la ortografía o la puntuación."

The materials in *Destrezas fundamentales: Guía del maestro* provide opportunities for students to practice and apply Spanish academic language conventions in and out of context, aligned to grade-level Spanish language arts TEKS. For example, in Unit 6, Lesson 8, students begin by reading teacher-written sentences on the board aloud, such as "El perrito café juega con la pelota chica." Students identify people and objects in the sentences, then complete a "Página de actividades" by reading additional sentences, identifying and marking *sustantivos* and *adjetivos*. They reread the sentences aloud, and the teacher provides corrections as needed, reinforcing the application of sentence-level grammar and structure in context.

The materials include opportunities for students to practice and apply Spanish academic language conventions in and out of context, using correct capitalization and punctuation in sentences and short paragraphs, per grade-level Spanish language arts TEKS. For example, in Unit 7, Lesson 8, the teacher places Sentence Cards from a "Página de actividades" under students' chairs. Students retrieve the cards, identify punctuation errors, and explain how to correct them. The teacher facilitates discussion by inviting volunteers to share their corrections. Then, students read the directions on the "Página de actividades"

aloud and complete the practice independently. Afterward, the class reviews responses, reinforcing correct punctuation in and out of authentic writing contexts.

8.B.4b – Materials include systematic opportunities for practice of and application of Spanish grammar, punctuation, and usage, both in and out of context. (S)

The materials provide systematic opportunities for students to practice and apply Spanish grammar, punctuation, and usage. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 4, Lesson 2, students apply conventions out of context by writing dictated sentences with correct capitalization and punctuation: "Díales que en esta oración se enfocaron en el uso de mayúscula al inicio de la oración, palabras que ya conocen y punto final para cerrar la oración." In Lesson 6 of the same unit, students apply these skills in context by editing a narrative draft: "Durante el proceso de edición, tome nota de las áreas en las que los estudiantes pueden necesitar apoyo adicional, como el uso de mayúsculas, la ortografía o la puntuación."

The *Destrezas fundamentales: Guía del maestro* includes systematic opportunities for students to practice and apply Spanish grammar, punctuation, and usage in and out of context. For example, in Unit 6, Lesson 8, students read sentences on the board aloud and identify the people and objects mentioned (e.g., "El perrito café juega con la pelota chica"). The teacher then distributes a "Página de actividades" and has students read the sentences aloud again. Students identify and mark the nouns and adjectives in each sentence. Finally, they reread their marked sentences, and the teacher provides corrections as needed.

The materials provide consistent and structured opportunities for students to practice and apply Spanish grammar and usage skills in isolated exercises and meaningful contexts. For example, in *Destrezas fundamentales: Guía del maestro*, Unit 8, Lesson 13, students listen to and analyze a model paragraph written in the past tense, identifying adjectives such as *grandes*, *pequeñas*, *sonriente*, and *argas*, and past-tense verbs including *hicimos*, *juntamos*, *pusimos*, and *buscamos*. Students then write their past-tense sentences using these verbs and complete a planning template by responding to structured questions with correct verb tense and descriptive language.