

Texas Education Agency

Spanish Phonics, 1

Aprendizaje Bluebonnet, Destrezas fundamentales K–3 Grado 1

MATERIAL TYPE	ISBN	FORMAT	ADAPTIVE/STATIC
Partial-Subject, Tier-1	9798896347613	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	0	Flags Not in Report	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	67 out of 67	100%

Breakdown by Suitability Noncompliance and Excellence Categories

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

SUITABILITY EXCELLENCE FLAGS BY CATEGORY	IMRA REVIEWERS
Category 2: Alignment with Public Education's Constitutional Goal	26
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 de 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/talented" 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 §74.2001(b)(1)(E) / Texas Reading Academies: Module 2E – The Science of Reading

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

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

The materials include 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 Assessments

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

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

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

The 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.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*, *fuieron-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 *cruzarón* (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*, *fuerza*, 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 hiatus," followed by related practice activities such as "Lectura y escritura de palabras con hiatus" and "Dictado de palabras con hiatus." 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.